Tanja Kajtna, Mojca Doupona Topic

Attitudes of coaches considered by their gender, the sports and the athletes they coach

COACHING

Tanja Kajtna(ABCD), Mojca Doupona Topic(EF)
University of Ljubljana, Faculty of sport, Ljubljana (Slovenia)
Corresponding author: Tanja Kajtna, Ph.D., psychologist – associate professor
Fakulteta za sport, Gortanova 22, 1000 Ljubljana, Slovenija
e-mail: tanja.kajtna@fsp.uni-lj.si; +386 41 507 336

Attitudes of coaches considered by their gender, the sports and the athletes they coach

Abstract

Background. Coaches have been widely studied in respect of their tasks and the dynamic functioning of their relationships with athletes, and different groups of coaches have been compared by personality traits, motivation and leadership styles, but few researches have focused on their attitudes. These are their relatively permanent cognitive, emotional and conative settings toward different objects, people, matters and views.

Aim. The purpose of this research was to establish, how different groups of coaches view sport, that is, what are their sports attitudes when comparing male and female coaches; coaches of team or individual sports; coaches who work with younger or older athletes; coaches who work with more or less successful athletes and finally, the attitudes of younger or older coaches.

Methods. 275 Slovene coaches participated in the research and the Attitude inventory for coaches [Kajtna, Hvalec 2008] was used which measures 3 dimensions of attitudes (development, achievement and problems).

Results. Coaches of team sports are more achievement-oriented, as are coaches of successful athletes. These latter also report having more problems because of their work. We found one more difference – older coaches report having more problems.

Conclusions. The orientation of coaches of team sports and successful athletes to high achievement is what leads to success However the same can also be used to explain the reporting of problems – working with "high – profile" athletes means constant exposure to the public, the press and the scrutiny of managers and sponsors. Reporting of problems in the group of older coaches can be attributed to the stressfulness of the profession.

Introduction

The coach is an important person in the development of an athlete's career, as many authors state [Krevsel 2001; Martens 1990; Gummerson 1992], they define it as »more an art form than a science« [Dick 1997] and emphasize coach's ability to cooperate with and coordinate the expert team, surrounding the athlete [Paranosic 1982] – an expert team can be defined as a »relatively stable group of experts, who cooperate with the athlete in their field of expertise and help him perform better« [Kajtna, 2004]. A study of coach's characteristics according to how well their athletes performed in the Atlanta summer Olympics in 1996 [Gould *et al.* 1999] found that the key to achieving good results was a constant and regular exchange of information between the coach and the athlete. The importance of communication was confirmed in a study, where good coaches were found to be competent personalities, who direct their behaviour towards personal and professional success [Perez Ramirez 2002] – they had high achievement motivation, used clear leadership and to had good interpersonal skills). Successful coaches frequently report problems, consequential to their work and to have strong attitudes towards achievement [Kajtna 2006].

Dynamic aspects of personality include motives, goals, purposes, intentions, interest and attitudes [Musek 2000]. Attitudes can be defined as relatively permanent cognitive, emotional and conative settings toward different objects, people, matters and views, for example, we have attitudes toward sport, nature, healthy lifestyles (…) [Marentic-Pozarnik 2000; Krech, Crutchfield, Ballachey 1972]. Other definitions exist – attitudes are also said to be our predispositions to react positively or neg-

atively to a certain social situation or event [Nastran Ule 2000]. They can be either general or specific, pertaining to certain social groups or functions. An attitude has a cognitive, conative and behavioural aspect – the latter means readiness to react upon something – attitudes however should not be equalled with action. Attitudes can be contradictory and have different strengths, sometimes they can be conflicting and actions we take can also be the consequences of conflicting attitudes. Sometimes, no action taken can be the result of conflicting attitudes [Marentic-Pozarnik 2000].

Strong and deeply seeded attitudes can sometimes be named stereotypes – an example of a stereotype in sport is the opinion, that women cannot be coaches, since they are too gentle and too feminine (…) Explanations of female decline in sport leadership positions include such factors as a lack of financial incentive, career-related burnout, work and career-related variables, and discriminatory hiring procedures [Sagas, Cunningham, Pastore 2006] – authors describe especially the latter to be a consequence of attitudes. But not just stereotypes, all attitudes can be very resistant to change and may seem »stubborn« – they evolve over years of exposure to a certain phenomenon [Sherif 1967]. Attitudes are mainly formed through education – families, school, environment, media and thus have a strong influence on how we feel about certain issues [Marentic-Pozarnik 2000].

Our attitudes seem to have some common characteristics [Nastran Ule 2000]:
— They are dispositional in the sense that they are a permanent mental readiness to react in a certain manner;
— They are acquired through socialization;
— They have a strong impact on our behaviour and help make it consistent;
— They have several components – they are an integration of cognitive (knowledge, experience and thinking), emotional (sympathy, hate, like and dislike) and conative aspects of human functioning (reacting pro – or con – certain situations, in accordance with our attitude) – these components are often so intertwined that it is hard to separate them.

Attitudes serve several purposes – they have a defensive function (they help us maintain positive self – image, they are in a way defence mechanisms), they help us express ourselves, they also work as an adaptive mechanism (they can help us adapt to life's reality, to develop and enforce our lifestyles…) and they also serve as a cognitive function – they can help us organize and understand the world around us, they simplify and classify the vast amount of stimuli around us [Nastran Ule 2000].

Attitude change is related with stability and changes in the social system and ideologies – research shows, that certain social changes can lead to fast attitudinal changes, but there are no direct causal relations. The stability of attitudes also depends on how central they are to our self – image. The more central an attitude, the less likely that attitude will change [Sherif 1967]. Attitude changes occur under the influence of groups (primary and reference groups we belong to – if we belong to many groups and interact with different people, for example, we are likely to be more tolerant and accepting than if we only interact with one specific set of people, information and knowledge and personality traits and characteristics [Nastran Ule 2000].

Formation and development of attitudes in a person is related to one's personality (i.e. – people with authoritarian personalities have rigid attitudes, adopt many polarized attitudinal sets) and self – image (people with positive self – image tend to form a more stable set of attitudes) [Nastran Ule 2000]. Attitudes are developed through active learning – model teaching and conditioning are the main principles for acquiring a stance toward a subject – long exposure to a certain type of response in a situation will lead to attitudes, which apply to reactions in these situations – similarly to the role of personal experience, attitudes can be formed on the basis of information, attained through communication and media [Marentic-Pozarnik 2000; Nastran Ule 2000].

Pre-existing research on coach's attitudes is relatively sparse, results of 1418 Slovene coaches from 64 different sports show that coaches seem to be greatly dissatisfied with their salaries – they are both to low as well as defined without clear rules (specifically, they complain about the lack of reward systematization) [Jost *et al.* 2001]. 97% of all coaches were satisfied with their work and also feel, that they have the respect of their employers. Coaches also agreed, that their work is managerial and that they have an important role in the adolescent period of their athletes. Among the problems they have to deal with it was also mentioned, that their work is harder than that of a PE teacher, but seems to be less appreciated.

Attitudes in sport are a psychological factor that can greatly affect the coach's work and his or her satisfaction, thus also the quality of their performance [Pur 2005; Tusak, Tusak, Tusak 2003; McCullagh, Noble 1996]. The purpose of our research was to establish, how different groups of coaches view sport, that is, what are their sport attitudes like when comparing male and female coaches, coaches in team and individual sports, coaches, who work with younger and older athletes, coaches who work with more or less successful athletes and finally, those of younger and older coaches. The lack of research data in the area leaves little choice but to set a null hypothesis and expect, that the comparison of different groups of coaches will yield no differences.

Method

Participants

275 Slovene coaches participated in the research, 237 of them were male and 37 female, one of the coaches did

not state their gender. Male coaches were 39. 21 years old in average (SD = 10. 15), female coaches were 36. 69 years old on average (SD = 8.88) – the differences in age were not significant – (F = 1.97 and sig (F) = 0.16). The average duration of coaching careers was 17.47 years (SD = 10. 34). We included 7 alpine skiing coaches, 19 track and field coaches, 5 from biathlon, 7 boxing, 8 ice hockey, 2 judo, 7 kayak and canoe, 11 karate, 7 bowling, 11 cycling and 16 basketball, 1 skating, 2 archery, 10 table tennis, 9 football and 14 volleyball coaches. There were 3 skydiving, 29 swimming, 19 gymnastics, 9 dancing, 7 sport climbing and 4 rhythmical gymnastics, 14 handball, 8 ski jumping, 11 shooting, 8 Nordic skiing, 8 tennis, 2 triathlon, 5 figure skating, 7 water polo and 3 rowing coaches. 2 coaches did not define their sport. Altogether 206 coaches worked in individual sports and 67 coaches worked in team sports. The inclusion criterion was that they were employed as coaches either by a club or a national association. They all had valid licences for working as coaches at the time of testing, invitations were sent to all coaches in national associations of participating and above listed sports (according to the lists of the associations), approximately 63% of the invited participants decided to participate.

Coaches of younger athletes were defined as coaches, who mainly work with athletes up to 16 years of age – we found coaches of older athletes to be older (M = 42.72 years, SD = 9. 46), younger athlete's coaches were 35.60 years old on average (SD = 9.24) – the differences were significant (F = 38.52 and sig (F) = 0.00). Coaches of older athletes were also more experienced, the differences were also significant (F = 11.34 and sig (F) = 0.00). We found the same significant difference in coaches, who work with more successful athletes – they were more experienced (F = 16.50 and sig (F) = 0.00). There were no differences in the educational levels of coaches of more or less successful athletes, but there were educational differences in the samples of younger and older coaches – younger coaches had higher levels of education – more of them had a university diploma (F = 10.79 and sig (F) = 0.01).

Measures

— ***Attitude inventory for coaches (Vprasalnik stalisc za trenerje)*** [Kajtna, Hvalec 2008]; the inventory measures some important attitudes in sport and has 3 dimensions (development, achievement and problems). α coefficients range from 0.69 to 0.72 for three dimensions, the response was given on a Likert scale from 1 to 7.

Dimension ***development*** is defined as teaching the athlete to obey rules and respect the opponent, encouraging education, emphasising coordination between school and sport, the coach's role in the athlete's upbringing, the importance of teaching, attitudes towards substance abuse, finding the place of sport in the athlete's every-

day life, the wholesome approach towards the athlete. An example of the item is »*As a coach I encourage the education of my athletes*«.

Dimension ***achievement*** includes exchanging professional topics, talking to other coaches about their profession, following novel approaches and reading professional literature, being in touch with recent investigations, emphasizing the importance of representing one's country, including other experts into their work, such as doctors, psychologists (…) preparing the athletes to compete on the top level and to achieve top results. An example of the item is »*I frequently discuss professional issues with other coaches*«.

Dimension ***problems*** is defined by the coach's problems they have because of their work – the lack of free time, the overlapping of professional and private life, experienced stress, low financial income, lack of fair play in sport, low social safety and difficulties with long – term career planning. An example of the item is »*It is very stressful to be a coach*«.

Procedure

The results were gathered within the scope of the project of the Slovene Ministry of sport and education called »Leadership styles in Slovene coaches«, the participants were tested individually or in small groups. All participants completed a paper form of the questionnaire and gave an informed consent for the participation in the research. The data was analysed with SPSS 18.0, we calculated descriptive statistics and carried out One-way ANOVA.

Results

Table 1 shows us that there are no significant differences in attitudes between male and female coaches, that coaches in team sports more frequently state the importance of achievement and that they have fewer problems with their work than coaches in individual sports. Results also show that coaches, who work with more successful athletes, emphasise the importance of achievement, but they also report their work to be more problematic or troublesome than that of coaches, who work with less successful athletes. There seem to be no significant attitudinal differences between coaches, who work with younger and older athletes. Significantly more problems, stemming from their work, are also found in older coaches, when compared to their younger colleagues.

Discussion

The first part of our results relates to the differences between male and female coaches. Several research results imply that there are very few differences between

Table 1. Comparison of attitudes of different groups of coaches

	Attitudes of male and female coaches					
	Male coaches		**Female coaches**		**ANOVA**	
	M	SD	M	SD	F	Sig (F)
Development	97.82	5.85	98.46	7.24	0.35	0.55
Achievement	61.32	7.44	59.49	6.85	2.00	0.16
Problems	72.07	10.50	71.00	8.97	0.34	0.56
	Attitudes of coaches, who work in individual and team sports					
	Individual sports		**Team sports**		**ANOVA**	
	M	SD	M	SD	F	Sig (F)
Development	97.60	6.14	98.70	5.81	1.67	0.20
Achievement	60.26	7.56	63.64	5.95	11.15*	0.002
Problems	72.64	10.06	69.60	10.77	4.46*	0.04
	Attitudes of coaches, who work with more or less successful athletes					
	Successful athletes		**Less successful athletes**		**ANOVA**	
	M	SD	M	SD	F	Sig (F)
Development	98.01	5.40	97.71	6.95	0.16	0.69
Achievement	62.40	6.64	59.21	7.91	13.04*	0.001
Problems	73.43	10.47	69.67	9.63	9.01*	0.002
	Attitudes of coaches of younger and older athletes					
	Younger athletes		**Older athletes**		**ANOVA**	
	M	SD	M	SD	F	Sig (F)
Development	98.01	6.20	98.00	5.53	0.00	0.99
Achievement	61,11	7.21	61.24	7.35	0.02	0.89
Problems	71,12	9.66	73.23	10.87	2.84	0.09
	Attitudes of older and younger coaches					
	Younger coaches		**Older coaches**		**ANOVA**	
	M	SD	M	SD	F	Sig (F)
Development	97.29	6.88	98.39	5.27	2.21	0.14
Achievement	60.20	7.49	61.72	7.21	2.84	0.09
Problems	68.88	10.11	74.13	9.91	18.13*	0.001

Legend: M – mean; SD – standard deviation; sig (F) – statistical significance of the F parameter; * - p ≤ 0,05;

male and female athletes [Tusak, Tusak 2001; Erjavec 2002] – some research even extends this to active children [De la Cruz – Sanchez, Pino – Ortega 2010], but this characteristic does not extend to male and female coaches – female coaches display some very "stereotypically feminine" characteristics, such as lower emotional stability, greater openness to communication, more attention to social skills [Cox 1994; Kajtna 2006]. Similar research results were found also in research, where the authors [Manfreda, Pikl 1996] monitored how PE teaching students view male and female coaches – the latter were described as more caring, more athlete-oriented, more understanding and more communicative. In a way, we seem to expect female coaches to be as successful as male coaches, but we seem to recognize some different characteristics [Tusak, Tusak 2001]. The attitudinal space however, seems to be equal in male and female coaches – our results would thus be closer to

those research results, which say, that male and female characteristics in sport are more blurred and that stereotypical division of male and female characteristics cannot be applied [Kajtna 2008].

We could say, that both male and female coaches pay equal attention to the development of their athletes to the developmental aspects of their athletes, emphasize the importance of rules equally, both pay attention to the coordination of school and sport, both teach about substance abuse, both kinds of coaches also engage in professional enhancement equally and study professional literature equally. Male as well as female coaches report of approximately equal amount of problems their work seems to be causing them – both have an equally hard time finding spare time, both believe to be paid poorly and both experience an equal amount of stress, resulting from their work. Such results are best explained by the selection of the sample – it consisted of top coaches

and top sport is a demanding environment. Nobody justifies the lack of results by the coach's gender, thus both male and female coaches have to work hard and well in order to succeed.

The next comparison was that of coaches in team and individual sports. Even though same tasks are often ascribed to both groups of athletes – a coach is said to be the one who corrects mistakes in different types of situations [Trninic, Trninic, Papic 2009], we found two significant differences, coaches in team sports are more achievement-oriented, while coaches in individual sports report more frequent problems, caused by their profession. Team sports coaches seem to engage in professional conversations more frequently, they follow professional literature and emphasize the importance of being a member of national teams – some might find this surprising, since team sports are better known and followed by league competitions. They also follow the news better then their individual sports colleagues – this is connected with higher openness [Kajtna 2006].

Coaches in individual sports believe, that they have too little spare time, that their profession meddles with their family life too much, that their profession is stressful and psychically too demanding, they also report having bad financial conditions. It is the latter ingredient of dimension of problems, which helps to explain our results – coaches in team sports are paid a lot better than coaches of individual sports (this is something we did not verify in our sample). That could cause higher motivation, a higher inclination toward obtaining additional education and less reporting about having problems. Money really is not all in adulthood, but it nevertheless plays an important role when it comes to deciding, how and where to invest our energy. In some countries they educate coaches and PE teachers as a single profile [Yildiz 2012] – perhaps this could be a solution for reducing financial problems – if coaches worked part time as PE teachers, the financial burden could be somewhat relieved and they would not have to worry so much about money. We did not compare coaches of martial arts sports with the entire group of coaches, as their numbers were too few, but we believe that everything that applies to coaches of individual sports applies also to them and these findings could be useful for all coaches of martial arts and martial arts-related sports.

We found two attitudinal differences between coaches of more or less successful athletes – coaches of more successful sports coaches state that achievement is more important, but they also report having frequent problems with their work. Coaches of successful athletes are therefore more likely to discuss technical issues regularly, follow scientific literature, encourage their athletes toward top performances (this is of course expected, since these athletes engage in higher – level competitions and/or achieve better results). Such behaviour is of course the only way to achieve top results – top sport has long been

a matter of details, the athletes' abilities have become increasingly similar and one needs to look for every change and enhance every possible aspect just to stay in touch, even more so to excel. Coaches seem to be another specific population, extremely exposed to stress and its consequences, just like it has been reported for example for firefighters [Lalic, Bukmir, Ferhatović 2007]. Using the theory of planned behaviour [Ajzen 1991], coach's attitudes, subjective norms, and perceived behavioural control predicted intentions to pursue a head coaching position in the next 3 years [Sagas et al. 2006] – therefore the success itself may stem from attitudes. Desire for excellence in the world-class coaches was found also by other authors [Popper, Lipshitz 1992; Perez Ramirez 2002]. Such work obviously demands a lot of time, which affects family life and spare time, being a top level coach means facing deadlines, constant alertness, meeting and facing obstacles, injuries and overcoming them. Burden is high from a physical, emotional and psychological perspective, which explains why coaches of more successful athletes report having more problems with their work.

Two possible solutions can be mentioned in helping coaches overcome stress – few coaches know effective ways for conquering stress and few of them cooperate with professional sports teams – both views have already been emphasized [Hvalec 2005], while some add the importance of these "stress reducing" factors for female coaches [Kajtna 2006] – they are especially vulnerable when it comes to experiencing burnout. More research and practice should focus on teaching the coaches to cope with stress and of course coaches first need to be aware of the negative effects distress can have on them – good functioning under stress is important for coaches, as also other researches have shown [Mocsai 2001]. Cooperation with a professional sports team offers the coach independent professional advice. Engaging other professionals relieves both the time and information burden of the coach, who can then better focus on planning and communication with the athlete; on the other hand, a professional sports team also brings more diversity into the coach's work. Interventions for reducing stress should also include physical exercise – research on specific populations, such as managers, has shown that better physical fitness reduces the experience of stress [Mesko et al. 2009]. Coaches have many professional tasks [Sterkowicz, Garcia Garcia, Lerma 2007] – they must efficiently communicate knowledge and skills, train the students, which means they must enhance their fitness, they have to motivate them, discipline the students, promote them and advise them. The scientific function is also important, which means they must analyse the information and assess it, also the students' function is important, as they must be willing to listen and learn – all this really adds up to a lot of work for the coach and prevention of burnout is important in this profession.

Young athletes are a specific group in sport, the

coach has a tremendously important role in their development and their practice requires a different approach than towards the practice of older athletes [Lee 1993; Sabock 1985; Byrne 1993] – working with younger athletes is complex and needs to address their developmental characteristics. Therefore we wanted to compare attitudinal sets of coaches, who work with adult and younger, still developing athletes. We faced certain problems in defining, who is a coach, who works with older athletes and who is a coach, who works with younger athletes, since Slovenia has relatively few adult top athletes and little financial means for sport. For a coach to work just with adult top athletes, it could mainly mean that they will only work with one or two athletes – practically, they frequently also coach a group or two of younger athletes of mixed ages and of mixed success rates (this is the case for 40% of all our participants). Licensing and systematization of coaches in our country is clear on paper, but its realization is not quite so clear, which was found also by other researchers [Hvalec 2005].

We thus decided to define older athletes' coaches as those, who work predominantly with adult athletes (senior athletes), whilst coaches, who do not work with seniors, but mainly with younger athletes, juniors, were defined as young athletes' coaches. We found no significant attitudinal differences between those groups – we believe the main reason for that is the previously mentioned lack of clarity of division – even though many authors emphasize the importance of correct attitudes of younger athletes' coaches [Pur 2005; Jost *et al.* 2001], it seems that our country is not the only one facing similar problems [Gilbert, Trudel 2004]. Further studies should include also the results of coaches of beginner athletes, where we should focus on the differences in the attitudes towards development and achievement.

Conclusions

In conclusion we can thus sum up our findings and reject the null hypothesis – there seem to be several attitudinal differences between different groups of coaches – coaches in team sports are more achievement-oriented and place a higher significance on working toward top athletic results and also report having fewer problems than their colleagues from individual sports – we assigned this to success being better rewarded in team sports. Coaches of more successful athletes are also more achievement-oriented but report having more problems because of their work, because working with "high – profile" athletes is constantly exposed to the public, the press and the scrutiny of managers, sponsors – it has been found that even 31% of entire population follow certain sporting events through television [Pori *et al.* 2009].

Coaching profession is a stressful one and demands a lot of devotion and commitment from a person, engagement is high and we wanted to see if there are any "long – term consequences" of longer coaching careers in the area of attitudes. We found that coaches, who have been engaged in this profession for longer and who were described as "older coaches" (over 34 years, according to Levinson's and Gould's [Rice 1998] adulthood development stages – at 35 the end of role confusion according to Gould and at 33 the end of transition into 30ies) report having more problems, stemming from their profession. They report having difficulties in planning their spare time, they claim their work to be time – consuming, they complain about financial issues and say their job is stressful.

Older coaches, who have been in this profession longer have encountered more problems, stemming from their work – more than their younger colleagues, which causes lower satisfaction with their status and situation, and at the same time indicates dissatisfaction with their work. Loss of satisfaction with a job well done can be an indicator of burnout [Maslach, Leiter 1997] and coaching is a stressful profession. We might be bold enough to say that coaches [both younger and older) could profit highly from enhancing their coping abilities, as it was already pointed out [Hvalec 2005].

References

1. Ajzen I. (1991), *The theory of planned behaviour*, "Organizational Behaviour and Human Decision Processes", vol. 50, no. 2, pp.179-211.
2. Byrne T. (1993), *Sport: it's a family affair* [in:] M. Lee [ed.], *Coaching children in sport*, Chapman & Hall, London, pp. 39-47.
3. Cox R.H. (1994), *Sport psychology – concepts and applications*, Brown & Benchmark, Madison.
4. De la Cruz–Sanchez E., Pino–Ortega J. (2010), *An active lifestyle explains sex – differences in physical performance in children before puberty*, "Collegium Anthropologicum", vol. 34, no. 2, pp. 487-491.
5. Dick F.W. (1997), *Sports training principles [3ʳᵈ edn],* A & C Black, London.
6. Erjavec N. (2002). *Personality traits and motivational characteristics of Slovene athletes – bachelor thesis,* Univerza v Ljubljani, Filozofska fakulteta, Ljubljana [in Slovene].
7. Gilbert W.D., Trudel P. (2004), *Role of the coach: how model youth team sport coaches frame their roles,* "The Sport Psychologist", vol. 18, pp. 21-43.
8. Gould D., Guinan D., Greenleaf C., Medbery R., Petersen K. (1999). *Factors affecting Olympic performance: perceptions of athletes and coaches from more and less successful teams,* "The Sport Psychologist", no. 13, pp. 371-394.
9. Gummerson T. (1992), *Sports coaching and teaching*, A & C Black, London.
10. Hvalec S. (2005), *Some personality traits of sport coaches – bachelor's thesis,* Univerza v Ljubljani, Filozofska fakulteta, Ljubljana [in Slovene].

11. Jost B., Dolenc M., Pustovrh J., Leskosek B., Vest A.L. (2001), *Views held by Slovene coaches on some contents-related issues of their professional work*, "Kinesiologia Slovenica", vol. 7, no. 1–2, pp. 22-23.

12. Kajtna T. (2004), *Psychologist in a professional expert team* [in:] T. Kajtna, S. Cecic Erpic [eds.], *Zbornik prispevkov 7. simpozija sportne psihologije,* pp. 5-9, Drustvo psihologov Slovenije, Ljubljana [in Slovene].

13. Kajtna T. [2006], *Psychological profile of leading Slovene sport workers – Doctoral thesis,* Univerza v Ljubljani, Filozofska Fakulteta, Oddelek za psihologijo, Ljubljana [in Slovene].

14. Kajtna T. (2008), *Demographic characteristics of Slovene female coaches,* "Kinesiologia Slovenica", vol. 14, no. 2, pp. 75-83.

15. Kajtna T., Hvalec S. (2008), *Formation and factorization of Sports attitudes questionnaire for coaches,* "Psiholoska obzorja", vol. 17, no. 2, pp. 63-75 [in Slovene].

16. Krech D., Crutchfield R.S., Ballachey, E.L. (1972), *Individual in society – social psychology textbook,* Zavod za udzbenike i nastavna sredstva Srbije, Beograd [in Serbian].

17. Krevsel V. (2001), *The profession of a coach,* Univerza v Ljubljani, Fakulteta za sport, Institut za sport, Ljubljana [in Slovene].

18. Lalic H., Bukmir L., Ferhatovic M. (2007), *Examining psychic consequences in fire-fighters exposed to stress*, "Collegium Antropologicum", vol. 31, no. 2, pp. 451-455.

19. Lee M. (1993), *Coaching children in sport,* Chapman & Hall, London.

20. Levinson D.J. (1986), *A conception of adult development*, "American Psychologist", vol. 41, no. 1, pp. 3-13.

21. Manfreda M., Pikl M. (1996), *Perception of the coach – Bachelor thesis,* Univerza v Ljubljani, Fakulteta za sport, Ljubljana [in Slovene].

22. Marentic-Pozarnik B. (2000), *Psychology of teaching*, DZS, Ljubljana [in Slovene].

23. Martens R. (1990), *Successful coaching (2ⁿᵈ edn),* Human Kinetics, Champaign.

24. Maslach C., Leiter M.P. (1997), *The truth about burnout,* Jossey – Bass Inc, California.

25. McCullagh P., Noble J.M. (1996), Education and training in sport and exercise psychology [in:] J.L. Van Raalte, B.W. Brewer [eds.], *Exploring sport and exercise psychology*, American Psychological Association, Washington, DC, pp. 377-394.

26. Mesko M., Videmsek M., Karpljuk D., Mesko Z., Podbregar I. (2009), *Occupational stress among Slovene managers with respect to their participation in recreational sport activities,* "Zdravstveno varstvo", vol. 49, pp. 117-123.

27. Mocsai L. (2001), *Personality profile of a successful coach*, "Trener Rokomet", vol. 8, no. 1, pp. 14-16 [in Slovene].

28. Musek J. (2000), *New psychological theory of values,* Educy, Institut za psihologijo osebnosti, Ljubljana [in Slovene].

29. Nastran Ule M. (2000), *Foundations of social psychology,* Znanstveno in publicisticno sredisce, Ljubljana [in Slovene].

30. Paranosic V. (1982), *Elements of structure and dynamics of a sports group,* Naucna sredstva, Beograd [In Serbian].

31. Perez Ramirez M. (2002), *Qualitative study of athletics coaches*, "Revista de Psicologia del Deporte", vol. 11, no. 1, pp. 9-33 [in Spanish].

32. Popper M., Lipshitz R (1992), *Coaching on leadership*, "Leadership & Organization Development Journal", vol. 13, no. 7, pp. 15-18.

33. Pori M., Jost B., Hosta M., Pori P. (2009), *Why do we follow sporting events?,* "Collegium Antropologicum", vol. 33, no. 4, pp. 1065-1070.

34. Pur A. (2005), *Leadership styles, achievement motivation and coaching attitudes of coaches in team and individual sports – Bachelor thesis,* Univerza v Ljubljani, Fakulteta za sport, Ljubljana [in Slovene].

35. Rice F.P. (1998), Human development – a life span approach, Prentice hall, New Jersey.

36. Sabock R.J. (1985), *The coach (3ʳᵈ edn)*, Human Kinetics, Champaign.

37. Sagas M., Cunningham G.B., Pastore D. (2006), Predicting *head coaching intentions of male and female assistant coaches: an application of the theory of planned behavior*, "Sex Roles", vol. 54, pp. 695–705.

38. Sherif M. (1967), *Social interaction: Process and products,* Aldine, Oxford.

39. Sterkowicz S., Garcia Garcia J.M., i Lerma F.S. (2007), *The importance of judo trainers' professional activities,* "Archives of Budo", vol. 3, pp. 57-61.

40. Trninic M., Trninic S., Papic V. (2009), *Development management model of elite athletes in team sports games,* "Collegium Antropologicum", vol. 33, no. 2, pp. 363-372.

41. Tusak M., Tusak M. (2001). *Sport psychology,* Znanstveni institut Filozofske fakultete, Ljubljana [in Slovene].

42. Tusak M., Tusak M., Tusak M. (2003), *The role of the family and parents in sport,* Klub M.T. Zalog [in Slovene].

43. Yildiz S.M. (2012), *The training and employment of teachers of physical education and sports in Turkey*, "Collegium Antropologicum", vol. 36, no. 1, pp. 99-106.

Postawy trenerów związane z płcią, rodzajem sportu i sportowców, z którymi trenują

Słowa kluczowe: trenerzy, postawy, płeć, sporty zespołowe, sporty indywidualne, młodzi sportowcy

Abstrakt

Tło. Trenerzy byli obszernie badani pod kątem wykonywania swoich zadań, dynamicznego funkcjonowania w relacjach ze sportowcami, ponadto różne grupy trenerów porównywano pod względem cech osobowych, motywacji oraz stylu przywództwa. Natomiast niewiele badań koncentrowało się na ich postawach, które można określić jako relatywnie stałe ustawienia poznawcze, emocjonalne i konatywne w stosunku do różnych podmiotów, ludzi, spraw i poglądów.

Cel. Celem tych badań było ustalenie, jak różne grupy trenerów postrzegają sport, czyli jakie są ich postawy sportowe, porównując trenerów płci męskiej i żeńskiej, trenerów w sportach drużynowych i indywidualnych, trenerów, którzy pracują z młodszymi i starszymi zawodnikami, z mniej lub bardziej zdolnymi sportowcami, a także trenerów młodszych i starszych. Metody. W badaniu uczestniczyło 275 słoweńskich trenerów. Zastosowano spis postaw dla trenerów [Kajtna, Hvalec 2008], który analizował postawy pod 3 względami (rozwoju, osiągnięć i problemów). Trenerzy sportów zespołowych są bardziej ukierunkowani na osiąganie sukcesu, podobnie jak trenerzy utalentowanych sportowców, twierdzą oni także, że mają więcej problemów związanych z pracą. W badaniu stwierdzono, że starsi trenerzy doświadczają więcej problemów.

Wnioski. Wysoki poziom orientacji na osiągnięcia w sportach zespołowych i wśród odnoszących sukcesy sportowców jest tym, co prowadzi do sukcesu, ale to samo może służyć jako wyjaśnienie zgłaszanych problemów – praca ze sportowcami na najwyższym poziomie jest stale narażona na krytykę opinii publicznej, prasy i naciski ze strony menedżerów i sponsorów. Zgłaszanie problemów w grupie starszych trenerów można przypisać stresowi spowodowanemu zawodem