

## MANAGEMENT AND COACHING

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### Satisfaction factors for sports coaches

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#### Abstract

**Background.** Choosing to become a sports coach, as well as the selection of suitable coaching staff in sports organizations in Serbia, still does not have a proper and adequate set of systems. Sports activities as developed in the modern world are systems which take place within a particular organization. Every sports club represents a very complex, dynamic and open system of management that consists of various sub-systems. Its training program is the basis (the core) of its sports system, and sports coaches are the central pivot of its functioning. They are therefore the basic human resource of a sports organization.

**Method.** The research conducted on a sample of 114 combat sports coaches, participants in an educational course for operating sports coaches, had as its aim to evaluate some aspects of satisfaction for the coaching profession, as well as to determine the metric characteristics of the specifically- constructed questionnaire – *Satisfaction with Coaching as a Vocation Scale* (SCV).

**Results.** The results indicate that in general, coaches demonstrate positive aspects of satisfaction with their work in the sports clubs where they are employed, and the applied SCV scale has good internal consistency, as indicated by the 0.917 coefficient alpha. Factor analysis also indicated an adequate validity of satisfaction with coaching occupation scale (KMO = 0.646 Sig= 0.000), and the analysis of the main components resulted in a three-factorial structure in a latent field of satisfaction.

**Conclusion.** Taking into consideration the presence of three isolated factors – 1) material compensation and recognition, 2) human resources and 3) organizational culture, – this questionnaire can be applied within the latent structure of satisfaction, as a unique scale that, in the space available, results in an average value (scalar means) calculated from the grades that the questioned coaches give to the individual aspects of satisfaction with the coaching profession.

#### Introduction

Modernly conceived sports activities represent a system that takes place in a certain organization. If the basis is considered to be the General Systems Theory, the sports organization can be treated as a highly complex, dynamic and an open system of management that consists of various sub-systems and elements as co-dependent parts of a whole. The training process is the basis (the core) of a sports system. In this manner, the main preoccupation of sports management is the process of transformation, namely the change of certain characteristics of athletes (primarily motor skills, but also other psycho-physical, material, etc.) from the entrant attributes into their output (final) characteristics. Such transformation is achieved by realizing a series of activities purposefully designed for the exercise program, the training and competing in a suitable sports organization [Nestic 2008: 13].

Expert pedagogic work is the most important factor of the sports function in the system of every sports organization. It is directly linked with all other key elements of this sub-system, which are – training, competition and recovery of the athlete. Therefore, it is a continuous process in the central part of the sports system- the training process. It represents a typical creative process, which is realized in synergy with the sub-system consisting of the “coach- athlete”. It is characterized by a unity of the goal of the coach and the athlete, the creative contact and the degree of their mutual understanding and cooperation. In all phases of sports training process, therefore the creative contact, the coach cannot observe the athlete as an object that is being managed, but as an equal creative partner (subject), which is a very important condition for the functioning of the entire system [Nestic, Fratric 2013]. Because of this, the modern coach can be described as the basic human resource of sports

organization who has a multi-dimensional role (expertly technical, pedagogical, socio-psychological, mentor, etc.).

In greatest measure, the decision to engage in coach vocation and the very choice of a coach in our conditions still depends on the case or the need for the existence of such. Previous sports practice indicated that the coaches who achieve certain successes stay in training work the longest. Most coaches, especially those from the so called "unprofessional" sports, decide to engage in doing this job primarily because it is a creative process, where they feel great satisfaction in conducting the training, in working with the athletes, and in their sports achievements. The material factor (monetary satisfaction) is the second reason for choosing the coaching profession as a business activity, while the aspiration for affirmation, as a highly ranked motive, most frequently appears as the third reason for selecting the occupation of a coach (by achieving higher sports result of their athletes, they also gain corresponding social satisfaction) [Nesic, Fratric, Vukasinovic 2013].

As far as the satisfaction with the work is concerned, modern literature on management differentiates two basic concepts that can be also be correspondent in the context of satisfaction with coaching in sports. The first approach is holistic, which considers satisfaction with one's work as a one-dimensional structure (the attitude of the person towards the work, a central emotion tied to the occupation which is not divided into individual aspects), and the second, which has an additive approach where the satisfaction with one's work is observed as a multi-dimensional phenomenon (work satisfaction consists of the satisfaction with individual aspects of work) [Matanovic 2009]. In the light of such approaches, it can be considered that the context of work satisfaction is defined by a certain level of cognitive, affective and evaluative reactions of the individual to the work they conduct [Beslic, Beslic 2008]. As far as coaching job is considered, it is possible to accept the applicative perspective [Susnjar, Zimanji 2005] as the one that observes work satisfaction through five dimensions: (1) satisfaction that stems from engaging in certain occupations, (2) satisfaction from belonging to a work group, (3) satisfaction from belonging to an organization, (4) satisfaction with the material position and (5) job status satisfaction.

## Method

This empirical research that is of a transversal character was realized with the aim to conduct the evaluation of some aspects of satisfaction of the coaching profession. By applying a purposefully constructed questionnaire, 114 combat sports coaches were surveyed (70 men and 44 women), who were participants of an educational course for operating sports coaches at the Faculty of Sports and Tourism in Novi Sad.

The basis of the instrument consisted of a scale of job satisfaction (Job Satisfaction Survey) [Spektor 1985] that in the original version contained 36 items in total and evaluated nine aspects of job satisfaction. This scale has been, until now, rarely used nationally as far as examining occupational satisfaction of sports coaches is concerned [Ivanovic, Ivanovic 2010]. The pilot studies that preceded this research were used to test this scale on several samples of sports coaches. As sufficiently high values of coefficient alpha (Cronbach's Alpha) were not attained for all items, its content and question formulation has been corrected, where 27 items were kept from the original JSS scale [version in Serbian – Miladinovic 2014] and adapted to the characteristics of the sample, plus, 2 new items were added. This resulted in an altered (new) measurement scale of satisfaction of the coaching profession with 29 items in total. It is a Likert type scale with six levels, where the value "1" is the lowest ("I fully disagree"), and the value "6" is the highest level of satisfaction with the coaching profession ("I fully agree").

Apart from this, the questionnaire contained questions about some personal attributes of the examinees (gender and coach status in a club). Before applying the selected statistical procedures, reversal of the negatively formulated items in the questionnaire was conducted (2, 4, 6, 10, 12, 14, 15, 16, 17, 19, 21, 22, 24, 26, 28, 29).

The metric of this scale was evaluated by using two procedures: (1) by testing its internal consistency (Scale Reliability Analysis based on Cronbach's Alpha coefficient) and (2) factor analysis (Principal Components Analysis) with Oblimin rotation method (Direct Oblimin).

The results indicate that the scale has good internal consistency, as indicated by alpha coefficient (0.917), which is significantly higher than the recommended theoretical value of 0.7 [De Vellis 2003]. All 29 items had higher internal consistency (Table 1).

With the aim to evaluate the validity of the SCV questionnaire, 29 items were also subjugated to main component analysis. Before conducting the analysis, suitability of data for factor analysis was determined. By inspecting correlational matrix, many coefficients of 0.3 value and more were recorded. According to Kaiser-Meyer-Olkin criteria (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) the necessary recommended value of 0.6 [Kaiser 1970, 1974] was in this case, exceeded on a statistically satisfactory level (0.646). Furthermore, the Bartlett's test of sphericity [Bartlett 1954] reached statistical significance (Sig.=.000), all of which indicates factorability of the correlational matrix.

Variance analysis (ANOVA) was used to test the significance of differences between the arithmetic means of examinees of various coaching status. All statistical procedures were realized using the application program SPSS, and the conclusions were drawn on the 0.05 level of significance.

**Table 1.** Coefficients of internal consistency of Satisfaction with Coaching Vocation scale

QN	Questions	Cr. Alpha if Item Deleted
1.	I believe I am adequately paid for the work that I conduct in the club.	.915
2.	In my club there are very few opportunities for promotion.	.917
3.	My superior is sufficiently competent for the work they perform.	.917
4.	I am not satisfied with the benefits that my employee/club offers.	.915
5.	In my club, the management provides full support for coach participation in various education programs.	.914
6.	I believe that many rules and procedures in my club make doing work difficult.	.912
7.	I like my co-workers in the club.	.917
8.	I believe that it is necessary that the club pays attention to the development and motivation of coach staff with permanent education.	.916
9.	I believe that the communication in my club is good.	.915
10.	In my club pay raises are small and difficult to get.	.915
11.	I believe that all the employees in my club that do their job well have equal chances of being promoted.	.915
12.	I find that my superior is not fair towards me.	.917
13.	Employee benefits in my club are equally good as in most other similar sports organizations.	.913
14.	I do not have the feeling that the work I conduct is sufficiently appreciated in the club.	.911
15.	I believe that I must work harder in my job because my co-workers are not sufficiently competent.	.916
16.	The aims of my club are not clear enough to me.	.916
17.	When I think about my financial wage, I think that the club does not appreciate me enough.	.909
18.	The employees in my club advance equally fast as the employees in other similar sports organizations.	.915
19.	Club management is not very interested in the feelings of their employees.	.913
20.	I believe that the benefits package that we have in the club is just.	.909
21.	I find that the employees in my club are poorly rewarded.	.911
22.	I often have the feeling that I do not know what transgresses in my club.	.917
23.	I am satisfied with the options for increasing financial wages that are offered in the club.	.913
24.	I believe that there are benefits that the employees in my club do not have, and should have.	.910
25.	I like my superior.	.915
26.	I believe that my effort is not rewarded as much as it should be.	.910
27.	I am satisfied with the possibilities for advancement in my club.	.912
28.	In my club there are many disagreements and arguments.	.915
29.	I believe that the work tasks are not completely defined in my club.	.917
<b>Cronbach's Alpha</b>		<b>.917</b>

## Results

Analysis of the main components gained after oblimin rotation revealed the presence of as much as 7 components with characteristic values (Eigenvalues) over one, which explains 31.77%, 13.32%, 8.37%, 7.75%, 5.71%, 4.67% and 3.96% of the variance. However, the obtained scree plot diagram (Scree plot) indicated the existence of an acceptable break-off point after the third component, therefore based on Kattel's criteria [1966] it was decided to keep the first three components that explain a significant percentage of the total variance (53.46%), as is in accordance with the recommended procedures of interpreting factor analysis results [Pallant 2009].

All 29 variables provided significant factorial weight to the extracted components in isolated factors (Table 2), which determined that SCV questionnaire has a suitable validity and can be applied as an independent scale to evaluate coach vocation satisfaction.

The hierarchal structure of the pattern matrix (Pattern Matrix) indicates that the first factor is mostly saturated with items 21, 26, 14, 17, 20, 23, 27, 10 and 24, as is also indicated by structure matrix (Structure Matrix). It can be noticed that this factor includes data predominantly related to the material aspects of coach satisfaction with their profession (the financial satisfaction of coaching). Starting from the semantics of the included items, this factor was titled – *material compensation and recognition factor*.

The second extracted factor included eight items (7, 3, 11, 13, 18, 9, 1 and 25), which are related to the context of human resources responsible for the complete functioning and existence of the sports organization. Taking into consideration the importance of team work in sports, as well as the multi-functional knowledge in coaching, and taking the semantic context as the starting point, this factor was titled – *human resources factor*.

As far as the third extracted factor is concerned, it can be noticed that in the terms of structure (Structure

**Table 2.** Factor analysis for 29 items of SCV scale

No.	<i>Pattern matrix</i>			<i>Structure matrix</i>		
	Factor 1	Factor 2	Factor 3	Factor 1	Factor 2	Factor 3
21	<b>.968</b>			<b>.938</b>		
26	<b>.907</b>			<b>.916</b>		.321
14	<b>.835</b>			<b>.837</b>		
17	<b>.798</b>			<b>.872</b>		.484
20	<b>.777</b>			<b>.845</b>		.441
23	<b>.757</b>			<b>.735</b>		
27	<b>.730</b>			<b>.738</b>		
10	<b>.680</b>			<b>.687</b>		
24	<b>.535</b>		.380	<b>.667</b>		.566
7		<b>.932</b>			<b>.886</b>	
3		<b>.820</b>			<b>.829</b>	.327
11		<b>.812</b>			<b>.815</b>	
13	.443	<b>.661</b>		.500	<b>.698</b>	
18		<b>.630</b>		.327	<b>.662</b>	
9		<b>.555</b>	.382		<b>.625</b>	.476
1	.362	<b>.515</b>		.417	<b>.554</b>	
25		<b>.486</b>	.383		<b>.566</b>	.484
6	.350		<b>.669</b>	.521		<b>.727</b>
2			<b>.642</b>			<b>.601</b>
8			<b>.611</b>			<b>.621</b>
16			<b>.599</b>			<b>.584</b>
5			<b>.570</b>	.362		<b>.637</b>
29			<b>.514</b>			<b>.524</b>
22		.375	<b>.413</b>			<b>.456</b>
28			<b>.399</b>			<b>.488</b>
19			<b>.393</b>		.315	<b>.533</b>
4			<b>.384</b>		.445	<b>.475</b>
12			<b>.377</b>			<b>.407</b>
15				.328		<b>.373</b>

KMO Measure of Samp. Adeq. = .646      Bartlett's Test of Sphericity = 3112.670  
Sig. = .000

Matrix) it is saturated with twelve items (6, 2, 8, 16, 5, 29, 22, 28, 19, 4, 12 and 15). The context of their content indicates issues related to standards, procedures, regulations and, in general, the organizational atmosphere dominant in the sports organization where the coaches conduct their work. As these are the elements that are in the authority range of the club management (regulations and standards of work procedures, possibility of promotion in the club structure, defining organization goals, encouraging coaches to attend expert trainings, clearly defining work tasks and measures for their evaluation, etc.) and taking into consideration the formulation of the items in the questionnaire, this factor was titled – *organizational culture factor*.

As far as the degree of satisfaction with the coaching profession that the examinees conduct in their own sports organizations is concerned, the results have shown that coaches included in this research, in general, give positive evaluation to the aspects of their work in parent clubs. Meaning, that they are generally satisfied

with their current coaching arrangement, as indicated by the average scalar value of 4.84 on the entire SCV scale (Table 3).

However, as far as the formal and legal aspect of coaching participation in the club is concerned (professional, freelance or volunteer), variance analysis resulted in values that clearly indicate that the club coach status can be a significant factor for the manifestation of (dis) satisfaction with the coaching profession (Table 4). It is noticeable that the highest degree of total satisfaction with their participation in the club is expressed by the coaches that are volunteers, but also coaches that are hired as freelancers (scalar averages between these groups do not show statistically significant differences). Although the coaches that are professionally hired in these clubs generally demonstrate positive aspects of satisfaction with the coaching profession, their scalar values are of significantly lower intensity as is confirmed by the statistical significance (on the level of  $p < .05$ ) (Table 5).

**Table 3.** Descriptive indicators of SCV scale

Question	N.	Avg.	Std. err. of AM	Std. dev.
1	114	5.09	.130	1.386
2	114	5.09	.130	1.386
3	114	5.47	.085	.904
4	114	4.54	.173	.844
5	114	4.30	.083	.882
6	114	4.21	.142	1.514
7	114	5.65	.074	.787
8	114	4.33	.081	.869
9	114	5.05	.111	1.181
10	114	4.05	.191	2.039
11	114	5.32	.090	.962
12	114	5.28	.078	.836
13	114	4.75	.117	1.252
14	114	5.05	.131	1.401
15	114	4.95	.145	1.545
16	114	5.28	.094	1.009
17	114	4.86	.154	1.645
18	114	4.96	.121	1.289
19	114	5.05	.119	1.268
20	114	4.49	.160	1.705
21	114	4.63	.151	1.614
22	114	5.14	.121	1.296
23	114	4.74	.131	1.402
24	114	4.14	.156	1.666
25	114	4.65	.142	1.511
26	114	4.60	.148	1.584
27	114	4.67	.121	1.294
28	114	5.26	.074	.788
29	114	4.79	.123	1.313
<i>Scalar average</i>		<b>4.84</b>	.070	.745

**Table 4.** Scalar averages of SCV in relation to coaching status

Co. status	N	Avg.	F	Sig.
professional	10	<b>4.14</b>		
freelance	56	<b>4.89</b>	5.276	<b>.006</b>
volunteer	48	<b>4.93</b>		
S	114	<b>4.84</b>		

**Table 5.** Scalar averages of SCV in relation to coaching status (multiple comparison)

Coaching status		N	To. Diff.
professional	freelance	56	-.752
	volunteer	48	-.791
freelance	professional	10	.752
	volunteer	48	-.038
volunteer	professional	10	.791
	freelance	56	.038

## Discussion

A new age demands new approaches to the creative knowledge of sports coaches that provides a significant competitive advantage in the conditions of modern sports. It is primarily acquired by continuous learning, the function of which is to create and gather new knowledge in all segments of the basic chain of sports value. In our conditions, the coaches have a big advantage and influence in almost all organizational processes, particularly in achieving sports results of the organization (club). Therefore, the issue of satisfaction with their profession, which includes a series of factors (rewards, work and social environment, management characteristics of the sports organization, its aims and ambitions, organizational physiognomy, ownership structure, etc.) must be paid much more attention to than ever before.

Particularly, one must take into consideration that the role of a modern sports coach does not only include managing the processes of kinesiological nature (physical-exercise activities), but instead is a complete "care" of the development of the entire potentials of the athlete (physical, spiritual and intellectual). Therefore, the work (business) arrangement of a coach is primarily based on respecting general aims of sports, which is that physical activity (physical exercise) must be based on two planes: (1) pedagogical (the basis of which is the pragmatic nature of education and teaching using general values of sports) and (2) socio-psychological (as the true help in life and the need of a person to find "oneself" and realizing one's personality). Of course, such concepts lead to a suitable sports result being the "consequence" of the transformation of bio-psycho-social characteristics of the athletes that occurred under the influence of a regular, perennial and systematically created training process. It is particularly important to emphasize the pedagogical role and the competencies of sports coaches. They have the most intensive contact during all phases of sports (but not only sports) development of young people – athletes, and they "accompany" them during their entire "sports career", as is pointed out by some new researches regarding the role and the significance of pedagogical work with young athletes [Ljubetic, Vranjes 2008; Dimec, Kajtna 2009; Kuljic, Cokorilo, Grk 2011; Bujak, Muntean, Gierczuk 2014; Kajtna, Dopuna-Topic 2017].

Therefore, the coaching profession determinants must be primarily based on knowledge (the individual, but also on organizational resource). This requires that coaches possess several important attributes: character (a quality that determines what is the individual like), inter-personal abilities (the ability to motivate and communicate), the ability of analyzing and achieving results, the ability to identify talent, the ability to evaluate (making difficult decisions in a short time period), conceptual abilities (the ability for strategic thinking), creativity and technical abilities [Fratric, Nestic, Ilic 2010;

Bujak, Gierczuk, Litwiniuk 2013; Herrera-Valanzuela, Valdes-Badilla 2017].

Research studies that dealt with some aspects of the coaching profession satisfaction in various working environments can be implicitly linked and correlated with similar tendencies even when it comes to satisfaction factors with the coaching profession (financial compensation – payment, various benefits within the club, working environment, working conditions, associates, management, organizational culture, etc.) [Cote, Morgan 2002; Ilies, Judge 2003; Daulatram 2003; Wright 2006; Perry, Mankin 2007; Matanovic 2009]. Furthermore, other foreign research studies indicated that the issues of work satisfaction in the context of sports must be paid significantly more attention to, namely that the identification of this problem represents one of the key factors of successful business management [Li 1993; Barrett et al. 2002; Murray, Howat 2002; Klassen, Chiu 2010; Ivanovic, Ivanovic 2010].

In our research it was noticed that the context of coach satisfaction with their work in the sports organization that they belong to is primarily related to the total satisfaction demonstrated by the positive direction of the scalar average (4.84). One of the reasons for such a relatively low satisfaction intensity can be sought out in the general status, as well as the social positions of the majority of sports clubs in Serbia (and therefore of sports coaches). The highest number of clubs hires sports coaches using a formally legal status of freelance, and very often even volunteer expert staff. The basic cause of such a condition lies in several factors: (1) most sports clubs in Serbia were based and exist in a form of citizen association (about 98%), (2) most sports clubs do not have professional management, (3) sports clubs are mostly managed based on volunteering (the members of management – volunteers as personification of top-management), (4) financing clubs is, in principle, resolved unsystematically, so the material position of sports organizations is one of the biggest problems their management "struggles" with, (5) insufficient number of educated sports coaches that meet the legal criteria for work in sports organizations, (6) mostly unresolved legal working status of coaches in sports club, (7) "instability" of the coach work position (mostly the coaching arrangements in clubs are temporary and predominantly tied to the achieved sports result; club "managements" are not understanding enough, and often not knowledgeable enough for the basic legalities that is demanded by the training, and they wish for "speedy" sports results, which is often in collision with the basic bio-psycho-social abilities of the athletes themselves, etc.).

Of course, one of the more significant factors can be related to the sports branch or the discipline itself, particularly in the meager sports branches where there are "somewhat" determined standards for employing coaches into "regular work relation". In our research,

this has shown to be a significant entry of the demonstrated intensity of satisfaction, where it can be noticed that coaches in a professional arrangement in sports clubs are far more "stricter" in evaluating some aspects of satisfaction with their work, compared with the coaches that are hired as freelance or volunteers in their clubs (Tables 4 and 5).

However, when results of the research in the manifested space are analyzed (the individual items on the scale), it can be stated that the examinees are the most satisfied with the aspects of their coaching profession related to: people they work with in a club, immaterial satisfaction (benefits) that they can achieve in the club; sports competence of direct managers (most often they are the "bosses" of the coaching staff); the possibilities for progress in the sports-expert hierarchy of the club; the relationship between the managers and the coaches; organizational atmosphere; etc. For this group of indicators, the scalar averages exceed the level 5 by far. On the other hand, coaches are the least satisfied with things and occurrences in the club that are identified using the items that include: rare payment raises (fees); a small span of various financial and other material benefits for the achieved work (sports) results; small possibilities for financial compensation for the achieved sports results; insufficiently clear and transparently defined working procedures, club standards, and similar; activity of the management in regards to the initiation and tracking expert specialization of the coaches; low monetary income of the people employed in the club; etc. This group of indicators is significantly below the intensity of 5 on the scale of satisfaction (span from 4.05 to 4.63).

Therefore, coach satisfaction with their work can, in this case, be primarily interpreted through reasons that are in the scope of intrinsic motivation (self-realization, personal affirmation, achievement, lifestyle, friendship, association with a certain group, etc.) and not primarily through profit (material gain) as the dominant motive for engaging in coach profession. Some previous research that dealt with the issues of coach profession point to such tendencies [Nesic, Lolic 2008; Mladenovic 2009; Baric, Bucik 2009; Nesic, Fratric 2012; McLean, Mellett, Newcombe 2012; Nesic, Fratric, Vukasinovic 2013; Rocchi, Pelletier, Couture 2013].

## Conclusions

This study has shown the construction and the application of a questionnaire intended for the evaluation of satisfaction with the coaching profession. Based on several previous research studies, a scale for measuring satisfaction with the coaching profession was constructed (SCV), and it was defined by, in total, 29 stable indicators (items), therefore, the applied questionnaire has good metrics. By applying the procedure to identify internal

consistency of the scale (Scale Reliability Analysis) a high value of coefficient alpha was obtained (0.917), and the factor analysis determined a suitable validity of the *Satisfaction with Coaching as a Vocation Scale* (KMO = 0.646; Sig. = 0.000). The main component analysis reached a statistically acceptable parsimony and defined tri-factor structure. Hierarchical structure indicated that in the latent space of satisfaction with the coaching profession, there is room to speak of dominant and relatively independent factors of satisfaction that are named as follows: (1) material reward and recognition, (2) human resources and (3) organizational culture. The first extracted factor was defined with 9 indicators in total, the second one with 8, and the third with 12 indicators of satisfaction in total.

Taking into consideration the presence of three isolated factors of the latent structure of satisfaction, this questionnaire can be applied as a unique scale that, in manifested space, results in average value (scalar means) calculated from the grades that the examinees give to the individual aspects of satisfaction with the coaching profession.

The application of the constructed questionnaire was also shown on the example of sports coaches who were participants of an educational program for specialization of coaches in sports, at the Faculty for Sports and Tourism in Novi Sad. Future research studies are expected to test the aforementioned questionnaire on other organizational levels of education of sports operating coaches, as well as in a differentiated application on coach population in various sports branches. Starting from good metric characteristics gained in this study, it is realistic to expect that the questionnaire proves to be reliable and applicable in sports management practice.

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## Czynniki zadowolenia z zawodu trenera

**Słowa kluczowe:** sport, zarządzanie sportem, praca w klubie sportowym

### Streszczenie

Tło. Wybór zawodu trenera sportowego, jak również wybór odpowiedniej kadry trenerskiej w organizacjach sportowych w Serbii, nie został jeszcze umieszczony na właściwym i odpowiednim poziomie systemowym. Nowoczesna działalność sportowa jest systemem, który odbywa się w ramach danej organizacji, tak więc każdy klub sportowy reprezentuje bardzo złożony, dynamiczny i otwarty system zarządzania, który składa się z różnych podsystemów. Program treningowy stanowi podstawę (rdzeń) systemu sportowego, a trenerzy sportowi są centralnym punktem jego funkcjonowania. Dlatego są oni podstawowym zasobem ludzkim organizacji sportowej. Metoda. Badania przeprowadzone zostały na próbie 114 trenerów sportów walki, uczestników kursu edukacyjnego dla trenerów sportów operacyjnych i miały na celu ocenę niektórych aspektów dotyczących satysfakcji z zawodu trenera, a także określenie charakterystyki metrycznej celowo skonstruowanego kwestionariusza – Skali satysfakcji z zawodu trenera (SCV).

Wyniki. Wyniki wskazują, że trenerzy na ogół wykazują pozytywne aspekty zadowolenia z pracy w klubach sportowych, w których są zatrudnieni, a zastosowana skala SCV ma dobrą wewnętrzną spójność, na co wskazuje współczynnik 0.917 alfa. Analiza czynnikowa wskazała również na adekwatną zasadność skali satysfakcji z zawodu trenera ( $KMO = 0,646$   $Sig = 0,000$ ), a analiza głównych składników zaowocowała trójczynnikową strukturą w utajonym polu satysfakcji.

Wniosek. Biorąc pod uwagę obecność trzech wyodrębnionych czynników – 1) rekompensaty materialnej i uznania, 2) zasobów ludzkich i 3) kultury organizacyjnej ukrytej struktury satysfakcji, kwestionariusz ten może być stosowany jako unikalna skala, która w wyrażonej przestrzeni daje średnią wartość (środki skalarne) obliczoną na podstawie ocen, jakie badani dają poszczególnym aspektom satysfakcji z zawodu trenera.