

Examining the relationship between taekwondo coaches' attitudes towards coaching and their self-esteem

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ABSTRACT

This study aimed to examine the relationship between taekwondo coaches' attitudes toward the coaching profession and their self-esteem. The sample consisted of a total of 106 coaches, including 31 females (29.2%) and 75 males (70.8%). In addition to a demographic information questionnaire developed by the researchers, the "Attitude Scale Toward the Coaching Profession", and the "Rosenberg Self-Esteem Scale" and adapted into Turkish were used. The research was conducted using a relational survey model. Since the data did not show a normal distribution according to the statistical analyses, non-parametric statistical methods were employed. Research findings revealed that there is a positive and moderately significant relationship between self-esteem and attitudes towards the coaching profession ($p < 0.05$). This shows that coaches with high self-esteem develop more positive attitudes towards their profession, and this situation is related to multidimensional psychosocial variables such as professional motivation, communication skills, leadership qualities, and general life satisfaction. The fact that female coaches exhibit more positive results, particularly in the behavioral attitude dimension, also raises the need for more in-depth analysis of gender roles. Such findings highlight the fact that the coaching profession should be based not only on technical knowledge but also on psychological and social dimensions.

KEYWORDS

Taekwondo Coaches; Self-Esteem; Coaching Attitudes; Professional Motivation; Psychosocial Factors

1. INTRODUCTION

The cognitive, affective, and psychomotor development of individuals in the social order is extremely important. The development of these three important aspects of humans must exhibit parallelism. Hence, it is not enough to develop the cognitive aspect alone or the psychomotor aspect alone. Achieving development in the mentioned aspects is possible through the harmonious and synchronized work of social institutions. In this context, family, teachers, management, and the elements that are important in the development of the individual need to be involved with the work. It is extremely important that there are individuals who fully fulfil their duties according to their roles and status in the social order and respect their own profession, as well as to develop and exhibit positive attitudes towards their profession. One of the important needs at every stage of our lives is the requirement of being healthy. In this respect, people try to eat a balanced diet, sleep correctly, and do sports. Even though a healthy and balanced diet is important for the body, health should be maintained also by doing sports (Lecina-Monge et al., 2025; Ruibal-Lista et al., 2026).

The people who undertake a guiding role in sports are undoubtedly coaches. Coaches must develop positive attitudes, and exhibit positive personality traits. It can be underlined that it is a highly consistent behaviour that coaches, regardless of their branch, love their profession first and make their athletes feel this love intensely. Examination of the attitudes of coaches towards the coaching profession and determining its relationship with their self-esteem was determined as the problem statement of this research. Designating the attitudes towards the coaching profession is also important to determine the outcomes for such behaviors as well as affective, cognitive, and behavioral attitudes about coaching (Bagozzi & Burnkrant, 1979; Anderson, 1987; Koçak, 2020; Gürer et al., 2024).

When the literature was examined, various studies related to the coaching profession were identified. These studies mainly focused on examining attitudes toward the coaching profession and developing measurement tools to assess individuals' perceptions and attitudes regarding this profession (Turgut et al., 2018; Sarı & Bulut, 2020).

Coaches can be defined as trainers who prepare athletes or teams for competitions by ensuring their technical, tactical, psychological, and conditional development, and who are trained to manage them in competitions. Coaching inherently involves important duties and responsibilities that require different specializations (Koçak & Güven, 2018). Thus, coaches can be considered as one of the integral and most important parts of sports. A coach is the person who ensures that sports are

loved and taught and who recognizes and corrects the shortcomings and mistakes on the way to success. In this regard, sports is also an element of education. According to Savaş (1993), sports, as an educational tool, are movements, games, and competitions that form human character. In all the elements, the aim is social cohesion along with rest and entertainment. Above all, it directs people to some ideals. It helps to get the result of something that needs to be done as soon as possible. It brings the masses closer. It is a propaganda tool of countries (Savaş, 1993). From a psychological viewpoint, sports are institutionalized competitive activities that require the use of relatively complex physical skills or physical effort by individuals motivated by internal and external factors (Coakley, 1986).

It can be said that developing positive attitudes towards one's profession depends on many variables. One of such variables is self-esteem. The concept of self is the way an individual perceives himself/herself, his/her idea of who and what he/she is, and his/her identity. In short, it can be called a person's satisfaction with himself/herself and all the features he/she has. According to Rosenberg (1979), self-esteem refers to the attitudes of the individual as a result of his/her positive and negative behaviors towards himself/herself and the circumstances of high self-esteem and/or low self-esteem. According to Guindon (2009), self-esteem is closely related to an individual's well-being, which is integrated into the entire life process (Guindon, 2009). Hence, the way coaches perceive themselves and know themselves can be considered an important element in shaping their attitudes towards their profession. In consideration of all the foregoing explanations, this study aims to determine the relationship between coaches' attitudes towards their profession and their self-esteem.

2. METHODS

2.1. Study Design

The relational screening model, one of the quantitative research methods, was used in the study. Screening model is a research approach that aims to describe a situation, which has been seen in the past or still exists, as it exists. The incident, individual, or object that is the subject of the research is tried to be defined in its own conditions and as it is. No effort is made to change or influence them in any fashion. The important thing is to observe and determine it appropriately (McMillan and Schumacher, 2006). The model in question is called a screening approach that aims to determine the existence of a covariance between two or more variables. In the relational screening model, it is tried to determine whether the variables change together or not and, if there is a change, how it happens (Karasar, 2011).

2.2. Participants

In this study, taekwondo coaches were determined as the study group. The coaches in the study group consist of senior coaches, head coaches, and technical directors. Data regarding the study group is included in Table 1.

Table 1. Demographic characteristics of the participants

Demographic Features	Category	N	Percentage
Gender	Female	31	29.2%
	Male	75	70.8%
Educational Status	High School	57	53.8%
	Undergraduate	49	46.2%
National Representation	Yes	29	27.4%
	No	77	72.6%
Income Rate	Low	12	11.3%
	Medium	94	88.7%
Coaching Years	1-3 Years	33	31.1%
	4-7 Years	19	17.9%
	8-11 Years	16	15.1%
	12 Years and Above	38	35.8%
Injury Experience Status	Yes	32	30.2%
	No	74	69.8%
	Total	106	100%

Of the participants, 70.8% were male and 29.2% were female. Regarding educational status, 53.8% had a high school education, while 46.2% were undergraduate graduates. In terms of national representation, 72.6% had no national representation experience and 27.4% had such experience. Most participants reported a medium income level (88.7%), whereas 11.3% reported a low income level. Regarding coaching experience, 35.8% had 12 years or more of experience, followed by 31.1% with 1–3 years of experience. Additionally, 69.8% reported no injury experience, while 30.2% reported having experienced injuries.

2.3. Instruments and Procedures

In this study, in addition to the demographic information survey developed by the researchers, the "Rosenberg Self-Esteem Scale" developed by Rosenberg (1965) and the "Scale of Attitude towards Coaching" developed by Koçak (2020) were used. Reliability and validity studies of the self-esteem scale in Turkey were conducted by Çuhadaroğlu (1986). The scale was measured with the average of three different scales as consisting of positive expressions, consisting of negative expressions, and including all expressions. There is a total of 10 questions in the scale, five of which

are positive and five of which are negative. Positively and negatively charged items are listed sequentially. Items numbered 1, 2, 4, 6, and 7 are positively charged and items numbered 3, 5, 8, 9, and 10 are negatively charged. Rosenberg's self-esteem scale consists of 63 items and twelve subdomains, and the first ten items measure self-esteem. In the Turkish validity and reliability study of RBSS-CF, 0-1 points were scored as high self-esteem, 2-4 points as medium self-esteem, and 5-6 points as low self-esteem. A low score in the scale scoring indicates high self-esteem and a high score indicates low self-esteem. Among the 12 subscales of the scale consisting of 63 items, only the first scale measuring self-esteem was used in the study. Items 2, 5, 6, 8, and 9 in the scale are reverse-coded.

In the validity and reliability analysis of the "Scale of Attitude Towards the Coaching Profession" developed by Koçak (2020), the item-total score correlation, KMO and Bartlett's Sphericity Tests, and exploratory and confirmatory factor analysis were conducted. The Cronbach's Alpha reliability coefficient value of the entire scale is 0,921. It was determined that the scale had a 3-dimensional structure with 18 items explaining 61,18% of the total variance.

2.4. Statistical Analyses

The data obtained from the participants were analyzed using the Statistical Package for Social Sciences (SPSS) version 22.0. Descriptive statistics including frequency, percentage, mean, and rank averages were calculated to summarize demographic variables and scale scores. Prior to inferential analyses, the normality of the data distribution was examined using the Kolmogorov–Smirnov test. Since the data did not demonstrate normal distribution ($p < .05$), non-parametric statistical methods were preferred.

The Mann–Whitney U test was used to compare two independent groups according to variables such as gender, educational status, national representation, injury experience, and income level. For variables including more than two groups, such as coaching experience (years), the Kruskal–Wallis H test was employed. In addition, the relationship between coaches' attitudes toward the coaching profession and self-esteem levels was examined using Spearman Rank Correlation Analysis. Statistical significance was accepted at the level of $p < .05$.

3. RESULTS

Table 2 shows the comparison of participants' attitudes toward the coaching profession based on gender. It presents whether there were differences between male and female participants in their attitude scale scores.

Table 2. Comparison of attitude scale toward the coaching profession scores according to gender

Sub-Dimensions	Gender	N	Rank Avg.	U	Z	p
Affective	Female	31	58,10	1020.00	-.996	.319
	Male	75	51,60			
Cognitive	Female	31	60,84	935.00	-1.588	.112
	Male	75	50,47			
Behavioral	Female	31	63,61	849.00	-2.203	.028*
	Male	75	49,32			
Total		106				

Note. $p < .05^*$

As shown in Table 2, the mean rank for women in the affective dimension was 58.10, while the mean rank for men was 51.60, with a p value of .319. In the cognitive sub-dimension, the mean rank for women was 60.84, compared to 50.47 for men, with a p value of .112. In the behavioral dimension, the mean rank for women was 63.61, whereas the mean rank for men was 49.32, with a p value of .028. These results indicate a statistically significant difference in favor of women in the behavioral sub-dimension ($p < 0.05$). No significant differences were found in the other dimensions ($p > 0.05$). Table 3 below presents the comparison of participants' attitudes toward the coaching profession according to their educational status.

Table 3. Results of the attitude scale toward the coaching profession according to educational status

Sub-Dimensions	Educational Status	N	Rank Avg.	U	Z	p
Affective	High School	57	58,82	1093.50	-1.933	.053
	Undergraduate	49	47,32			
Cognitive	High School	57	59,04	1081.00	-2.009	.045*
	Undergraduate	49	47,06			
Behavioral	High School	57	59,29	1066.50	-2.116	.034*
	Undergraduate	49	46,77			
Total		106				

Note. $p < .05^*$

As shown in Table 3, the mean rank of high school graduates in the affective dimension was 58.82, whereas the mean rank of undergraduate graduates was 47.32, with a p value of .053. In the cognitive sub-dimension, the mean rank of high school graduates was 59.04, compared to 47.06 for undergraduate graduates, with a p value of .045. In the behavioral dimension, the mean rank of high school graduates was 59.29, while the mean rank of undergraduate graduates was 46.77, with a p value of .034. According to these findings, no significant difference was observed in the affective dimension ($p > 0.05$); however, significant differences in favor of high school graduates were found in the cognitive and behavioral dimensions ($p < 0.05$).

When Table 4 is examined, it can be seen that the mean rank of nationals in the affective dimension was 58.82, while the mean rank of non-nationals was 51.61, with a p value of .299. In the cognitive sub-dimension, the mean rank of nationals was 50.47, compared to 54.64 for non-nationals, with a p value of .531. In the behavioral dimension, the mean rank of nationals was 49.84, whereas the mean rank of non-nationals was 54.88, with a p value of .447. The results indicate that there are no significant differences across dimensions in terms of national representation ($p > 0.05$).

Table 4. Results of the attitude scale toward the coaching profession according to national representation status

Sub-Dimensions	National Representation	N	Rank Avg.	U	Z	p
Affective	Yes	29	58,52	971.00	-1.038	.299
	No	77	51,61			
Cognitive	Yes	29	50,47	1028.50	-.627	.531
	No	77	54,64			
Behavioral	Yes	29	49,84	1010.50	-.760	.447
	No	77	54,88			
Total		106				

Table 5 shows the comparison of participants' attitudes toward the coaching profession according to injury status.

Table 5. Comparison of attitude scale toward the coaching profession scores according to injury status

Sub-Dimensions	Injury	N	Rank Avg.	U	Z	p
Affective	Yes	32	58,36	1028.50	-1.077	.281
	No	74	51,40			
Cognitive	Yes	32	51,81	1130.00	-.373	.709
	No	74	54,23			
Behavioral	Yes	32	54,17	1162.50	-.150	.881
	No	74	53,21			
Total		106				

From the results of Table 5, it can be seen that the mean rank of participants who had a previous injury in the affective dimension was 58.36, while the mean rank of those without a previous injury was 51.40, with a p value of .281. In the cognitive sub-dimension, the mean rank of participants with a previous injury was 51.81, compared to 54.23 for those without an injury, with a p value of .709. In the behavioral dimension, the mean rank of those with a previous injury was 54.17, whereas the mean rank of those without an injury was 53.21, with a p value of .881. The results

indicate that there are no significant differences across dimensions in terms of the injury variable ($p>0.05$). Table 6 shows the comparison of participants' attitudes toward the coaching profession according to income status.

Table 6. Results of the attitude scale toward the coaching profession according to income status

Sub-Dimensions	Income	N	Rank Avg.	U	Z	p
Affective	Low	12	57,67	514.00	-.502	.616
	Medium	94	52,97			
Cognitive	Low	12	58,00	510.00	-.541	.589
	Medium	94	52,93			
Behavioral	Low	12	49,50	516.00	-.484	.628
	Medium	94	54,01			
Total		106				

When Table 6 is examined, it can be seen that the number of participants who reported a lower income level in the affective dimension was 12, with a mean rank of 57.67, while those who reported a medium income level numbered 94, with a mean rank of 52.97 and a p value of .616. In the cognitive sub-dimension, the mean rank of participants with a lower income level was 58.00, compared to 52.93 for those with a medium income level, with a p value of .589. In the behavioral sub-dimension, the p value was .628. The results indicate that there are no significant differences across dimensions in terms of income status ($p>0.05$). According to Table 7 below, no statistically significant differences were found in the affective ($p=.128$), cognitive ($p=.366$), or behavioral ($p=.891$) dimensions according to years of coaching experience.

Table 7. Comparison of attitude scale toward the coaching profession scores according to years of coaching experience

Sub-Dimensions	Year	N	Rank Avg.	Kruskal WH	SD	p
Affective	1-3 years	33	47.73	5.679	3	.128
	4-7 years	19	67.29			
	8-11 years	16	56.81			
	12 years and above	38	50.22			
Cognitive	1-3 years	33	57.53	3.174	3	.366
	4-7 years	19	57.11			
	8-11 years	16	57.72			
	12 years and above	38	46.42			
Behavioral	1-3 years	33	56.18	.622	3	.891
	4-7 years	19	54.42			
	8-11 years	16	49.31			
	12 years and above	38	52.47			
Total		106				

When Table 8 is examined, the Mann–Whitney U test results for the self-esteem scale indicate that no significant differences were found for the variables of gender, educational level, national representation, injury status, or income ($p>0.05$). In addition, the Kruskal–Wallis test results for the years of coaching experience also revealed no significant differences ($p>0.05$).

Table 8. Self-esteem scale results according to study variables

Variable	Category	N	Rank Avg.	U	Z	p
Gender	Female	31	60.16	956.00	-1.438	.150
	Male	75	50.75			
Educational Status	High school	57	52.90	1362.50	-.216	.829
	Licence	49	54.19			
National Representation	Yes	29	55.34	1063.00	-.380	.704
	No	77	52.81			
Disability	Yes	32	51.44	1118.00	-.455	.649
	No	74	54.39			
Income Status	Low	12	53.96	558.00	-.055	.956
	Medium	94	53.44			
Year	1-3 years	33	52.76	K W	sd	.218
	4-7 years	19	66.47			
	8-11 years	16	50.78			
	12 years and above	38	48.80			
Total		106				

Moreover, from the results of Table 9 it can be seen that there is a positive, moderate ($r = .381$) and statistically significant ($p = .001$) relationship between self-esteem and attitudes toward the coaching profession.

Table 9. Correlation results between self-esteem and attitude toward the coaching profession

	Self Esteem	
	Spearman r	
Attitude toward the coaching profession		.381
	p	.001*
	N	106

4. DISCUSSION

In this study, the analyses were conducted on the coaching profession and self-esteem across various variables, and the relationship between these two variables was examined. A total of 106 coaches participated in the study, including 31 females and 75 males. In this context, the statistical results regarding gender showed no differences between female and male coaches in the affective and

cognitive sub-dimensions of the coaching profession, whereas a significant difference was found in the behavioral sub-dimension. This difference was found to be in favor of female coaches.

In the study conducted by Sađlam & eviker (2022), the performance competence, psychological competence, teaching competence, and personality provision competence scores of male coaches were higher than those of female coaches. In another study, the scale for the coaching profession developed by Turgut et al. (2018) was applied and in terms of gender, it was determined that the scores of the sub-dimensions of love, attention, and total scores did not differ statistically according to the gender variable. The study also concluded that students receiving sports education have a moderate attitude towards the Physical Education Teaching Profession.

Duman (2018) found no significant difference in his study when comparing attitudes towards the teaching profession according to the gender variable. In their study, İslam & İmamođlu (2019) did not find a significant difference in the teaching profession total attitude scores sub-dimension of university students receiving sports education according to the gender variable of the students. When the literature is scrutinized, it can be said that, in addition to the studies that do not include differences in terms of gender, there are also results found in favor of men or women.

Regarding the educational status variable, while there is no difference in the affective dimension, it can be said that there is a significant difference in favor of high school graduates in the cognitive and behavioral dimensions. In the study conducted by Sađlam & eviker (2022), it was concluded that there was no difference in the self-efficacy of coaches according to the educational status variable. In the study, it was also concluded that there was a difference in two dimensions in favor of high school graduates. It can be underlined that the reason for this situation arises from the study group.

In terms of the national representation status variable, it is seen that there is no significant difference concerning the dimensions. In their study, Sarı & Bulut (2020) found no significant differences in the love, interest, negative attitude, or total attitude scores toward the coaching profession between prospective coaches who were national athletes in their respective sports and those who were not national athletes. In his study, Aydilek (2019) concluded that there was no significant difference when he examined attitudes towards the teaching profession according to the national athletic status variable. In the same study, no difference was found in the answers given to the love sub-dimension of the attitude towards profession scale depending on the national representation of the participants. In this context, it can be highlighted that in some similar studies,

no difference was found in attitudes towards the coaching or teaching profession according to the variable of national athletic status. It can be said that students who are national athletes and non-national athletes have similar attitudes towards the coaching profession, as they are active athletes or have sports backgrounds.

When examined in terms of the injury experience situation variable, it is seen that there is no significant difference in terms of dimensions. It appears that there is no significant difference in terms of income status dimensions. As a result of the statistical operations performed in terms of the year variable, it was determined that there was no significant difference in the dimensions. It can be said that different results were found in the studies conducted. When the literature is examined, it is observed that there are studies that show that a high sports age positively affects the attitude towards the coaching profession. Selağzı & Çepikkurt (2014) found in their study that as the time spent working with the coach increased, the commitment score between the coach and the athlete also increased. They construed this as the longer the time spent working with the coach, the longer the time they spend together, and the more they share, the more the commitment between the coach and the athlete will increase. Abakay & Kuru (2011) found in their study that as male football players' sports age increases, their levels of communication with their coaches also increase. Thus, the increase in the time that athletes work with the coach and their sports age shows that their commitment to and their communication with the coach are at a better level.

According to the self-esteem scale Mann-Whitney U test results, no significant differences were found in terms of gender, education level, national representation, injury status, and income variables ($p>0.05$). No significant difference was observed as a result of the Kruskal-Wallis test conducted on the year variable ($p>0.05$)

In the research conducted by Aydoğan & Bardakçı (2017), it was concluded that the scores obtained from the self-esteem scale were in favor of those who received postgraduate education. In the study titled "Investigation of the Professional Self-esteem levels of Turkish Coaches" conducted by Yıldırım et al. (2012), it was determined that there was a difference in professional self-esteem levels between coaches between the ages of 26-30 as well as coaches between the ages of 31-35 and between coaches between the ages of 26-30 as well as coaches between the ages of 36-40. In the study conducted by Direkçi (2022), it was concluded that there was a difference in the self-esteem scores of the coaches in favor of males. In the study, it was observed that there was no significant difference in the self-esteem scale in the educational status variable. In this regard, it can be

underlined that the results are parallel. Generally, when studies are examined, it is seen that there is a positive relationship between years of work and self-esteem as the years increase.

When the correlation results of coaching profession and self-esteem were examined, it was seen that there was a positive, moderate ($r = ,381$) and significant ($p = ,001$) relationship between self-esteem and attitudes towards the coaching profession. When the literature is examined, it is highlighted that high self-esteem is also an indicator of being psychologically healthy. According to Crocker & Park (2004), high self-esteem is stated as one of the important indicators of psychological health (Crocker & Park, 2004).

In the study conducted by Yakut (2018) on taekwondo coaches, a positive significant relationship was found between life satisfaction and self-esteem ($r=0,20$; $p<0,05$) and general self-efficacy scores. Based on the study, it was concluded that coaches with high self-esteem and self-efficacy perception also have high life satisfaction. In the study in question, a positive and significant relationship was found between self-esteem and overall self-efficacy scores. Bezci et al. (2022) concluded that there was a positive, medium-level significant relationship between the Communication Skills Scale and the Leadership Tendencies Scale sub-dimensions of taekwondo coaches. In the study conducted by Uyar & Susuz (2020) a low-level significant difference was observed between self-esteem and problem-solving skill. It was concluded in the study that as self-esteem increases, problem-solving skill also increases. As can be understood from the studies, having a sufficient level of self-esteem affects individuals positively in many ways.

5. CONCLUSIONS

In conclusion, as self-esteem increases, attitudes towards the coaching profession also increase positively. This study makes significant contributions to the sports psychology and coaching education literature by scrutinizing the relationship between taekwondo coaches' attitudes towards the coaching profession and their self-esteem levels. Research findings revealed that there is a positive and moderately significant relationship between self-esteem and attitudes towards the coaching profession. This shows that coaches with high self-esteem develop more positive attitudes towards their profession, and this situation is related to multidimensional psychosocial variables such as professional motivation, communication skills, leadership qualities, and general life satisfaction. The fact that female coaches exhibit more positive results, particularly in the behavioral attitude dimension, also raises the need for more in-depth analysis of gender roles.

Such findings highlight the fact that the coaching profession should be based not only on technical knowledge but also on psychological and social dimensions. The results obtained reveal that coach training programs should include more content aimed at improving self-esteem and professional attitudes. Additionally, thanks to this study, sports institutions and federations may more clearly understand the necessity of investing in psychological resilience, self-efficacy, and personal development in the professional development processes of coaches. Thus, the development of athletes can be indirectly supported by training coaches who are more self-aware, committed to their profession, and able to communicate effectively. In this regard, this study serves as a guide for both practitioners and policymakers.

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AUTHOR CONTRIBUTIONS

All authors listed have made a substantial, direct and intellectual contribution to the work, and approved it for publication.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

FUNDING

This research received no external funding.

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