

**EÖTVÖS LORÁND UNIVERSITY FACULTY OF EDUCATION  
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**INTERPRETING THE ROLES AND RESPONSIBILITIES OF  
COACHES IN HUNGARIAN BASKETBALL IN THE LIGHT OF THE  
CORPORATE TAX RELIEF SYSTEM (TAO)**

**PhD thesis summary**

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*“A coach will impact more people in one year  
than the average person will in an entire  
lifetime.”*

Reverend Billy Graham

## **1 INTRODUCTION**

There is no doubt about the importance of physical activity today. The generally low level or the almost total absence of physical activity makes sports a corrective, preventive and recreational factor that influences the quality of life (Biróné, 2004). Although sport is undoubtedly the most beneficial for the individual, it is also of paramount importance for society; the reduction in health and social security expenditure has been shown to have a positive impact on economic indicators (Vörös, 2017). In addition to health effects, playing sport regardless of age can have a number of other positive benefits that can be just as important for athletes. As adult activity is most effectively established in childhood (Batista et al., 2019; Palomäki et al., 2018), it is crucial that physical activity is integrated into the lifestyle of children and adolescents. However, the beneficial effects of physical activity only materialize when it is undertaken regularly, and therefore physical activity should be managed in a way that leads to long-term engagement.

A typical feature of the Hungarian sports environment is that, despite the introduction of daily physical education, organized sporting activities and talent identification in the school system have not become established, therefore, regular sporting activities are mostly organized in sports clubs. Sports clubs and primarily the coaches are decisive in shaping or changing athletes' attitudes towards sport. Whether or not sport has the positive attributes associated with it depends to a large extent on the coach (Mallett, 2013), as sport is not inherently good and does not necessarily have positive outcomes. Regardless of the goals of the athletes, coaches, in addition to increasing the knowledge and performance of their athletes, should take the opportunity to develop their athletes in a multifaceted way, the benefits of which can be enjoyed in their players' everyday lives throughout their lifetime. If coaches are not aware of the importance of their roles and responsibilities, the sports environment can easily worsen and the potential of sporting remains unexploited.

As a result of social changes, the role of the coach has changed significantly in recent decades; his/her tasks have become more complex and varied. The literature pertaining to athletes, their development, motivation, the process and effects of training and competition is extensive, but

there is a lack of information on the person, views, opinions, and work of the coach. Particularly little attention has been paid to those working in competitive sports environments, who have to meet a range of expectations regardless of the sport setting in which they act.

## **2 THEORETICAL FRAMEWORK OF THE RESEARCH**

The negative developments that started in Hungary in the 1970s and culminated after the change of regime put sports clubs and federations in an extremely difficult situation. The National Strategy for Sport XXI, adopted in 2007, offered hope for a positive turn around for the first time in a long time. In 2010, sport became a strategic sector, but the biggest change came with the introduction of the corporate tax relief system (tao) for five spectacular team sports in 2011. The amendment to Act LXXXI of 1996 on corporate tax and dividend tax, approved by the European Commission, provided that taxpayers liable to corporate income tax could allocate part of their tax to support the sports organisations of the five designated spectator sports instead of paying it into the treasury. The main purpose of the introduction of the corporate tax system was to increase the number of athletes, improve the conditions for playing sport and settle the salaries of coaches.

As a result of the possibility of the tax relief system, sport has, once again, become an important social factor, the number of licensed athletes has started to rise (Gósi, 2017), the conditions for sports workers have improved (Balogh, 2019) and the coaching profession has become attractive again. The initial big winners of the introduction of the tao were definitely the coaches; clubs were able to set up full-time jobs again with satisfactory remuneration. Although the possibility of tao has led to positive changes in Hungarian sports, there are also negative aspects, perhaps the most important of which is that traditional sponsorship has been eliminated in many sports organizations (Sárközy, 2017), making beneficiaries highly dependent on tao.

Coaching is a highly complex activity. Sport today demands much more of coaches at all levels than ever before in a dynamic, ever-changing, turbulent, and often contradictory environment (Walsh, 2011). The coach, therefore, must play multiple roles in his/her work, including educator, leader, teacher, friend, mentor, manager, expert, motivator, and psychologist (Gordon, 2009; Krulj-Dražković et al., 2011; Lara-Bercial et al., 2017). Depending on the sports context, the age of the athletes, the level of sports activity and the tasks at hand, these roles are expressed in different emphases in coaching (Miles, 2003).

The framework of coaching is determined by the broader and narrower social and sporting context, which, together with the coach's personality, have a decisive influence on the coach's views and attitudes. An effective coach is therefore context-dependent (Walsh, 2011), taking into account both the wider and the narrower context: goals, methods and relationships are adapted to the actual situation. This requires specific knowledge, which can be grouped into three main categories (Gould & Mallett, 2021):

- professional knowledge
- interpersonal knowledge
- intrapersonal knowledge

As the sports environment presents many physical and mental challenges to athletes (Swann, 2016), sport should not only be expected to develop professionally but athletes should be viewed holistically as whole persons. In addition to improving motor skills, developing them as a spiritual, mental and social entity is also of key importance (Cale & Harris, 2011; Cassidy et al., 2009). Accordingly, the tasks of the coach can be divided into five main areas (Haskins, 2010):

- physical development
- technical training
- tactical training
- mental development
- personal development and socialization

From a broader perspective, the above division can be narrowed down to professional and pedagogical areas (Kanczler & Nagykovárdi, 2008). The two roles are undoubtedly equally relevant and closely related (Nádori, 1991), the sports environment being an excellent tool for shaping personality, while at the same time personality development is a fundamental condition for improving performance. If the coach does his/her job well, the athletes, in addition to improving their movement skills and sport-specific knowledge, will gain experience that can be used in many areas of life.

### **Pedagogical roles**

As the majority of people who take part in sporting activities in clubs are children, teenagers or young adults, sport is an excellent educational tool. The situations that arise in sport can guide personal development in the right direction – within the framework of a suitable set of rules. However, in order to capitalize on the positive aspects, athletes should be engaged

regularly and over the long term, which can be achieved by developing, maintaining and strengthening their motivation. Motivation is not only key to engagement, but also has a fundamental impact on training effectiveness and sports performance (Avcı et al., 2018; Jowett et al., 2017; Vella et al., 2011). Motivation is, therefore, the most important task of the coach, regardless of the level of sports participation, and is as necessary for elite athletes as it is for beginners. The coach-athlete relationship is also crucial for sports participation, it is effective when the goals and methods used are accepted by both parties and when both parties work together to achieve the goals in a mutually respectful way, taking into account the needs of the other.

The personality and behaviour of the coach are crucial to the fulfilment of the pedagogical tasks, as their actions reflect their principles and beliefs, which serve as an example to the athletes. If the coach does not convey the right values, sporting activity will not serve the socialization of the athletes and will only be of use to a small group of people who have a chance of aspiring to elite sport. However, the vast majority of athletes do not become professionals, which does not mean that sports cannot have value for them. It is up to the coach to make the most of educational opportunities and to ensure that all athletes gain important life-long skills and experience. The competence of coaches can therefore in no way be measured solely on the basis of their professional knowledge, since they are mainly dealing with youngsters, for whom the positive experience is just as important as the precise mastery of sporting techniques and tactics.

### **Professional roles**

Recently, the expectations of athletes towards their coaches have changed. For athletes (and their parents), their individual success has become more important than before; hence coaches are expected to be focused and professionally prepared, and to continuously improve their methods to help athletes achieve their goals (Ferrar et al., 2018; Stewart, 2013). This challenges coaches, as they not only need to be alert to changes in the sport and the latest advances in sports science, but also to change their methods according to these changes and advances.

The professional tasks of a coach are primarily based on improving the athletes' strength, coordination, technical and tactical knowledge, and mental and emotional capacity. Learning and performance are essential at all levels of sports, but their importance is not equally pronounced at different age groups. For the youngest athletes, the focus is on developing movement skills, versatile training, learning the basics of the sport and the fundamental rules

of the sport, while for older athletes the main objectives are to develop strength, practice-specific elements of the sport and improve technical and tactical efficiency. Performance and competitive results, together with specific preparation for them, are also sometimes essential in youth sport, while in adult competitive sport they are the sole objective. Despite the different objectives, the coach's work always consists of the same three main phases: planning, practical work and reflection (Stafford, 2011).

### **3 OBJECTIVES OF THE RESEARCH**

Many studies have examined the needs of young athletes, the roles of the coach and the effects of training, but few have turned their attention to professionals who are in charge of the everyday activities of the athletes. For coaches working in a recently transformed, challenging and often controversial Hungarian sports environment, the possibility of corporate tax relief has generated new changes that have further shaped the sporting environment. The literature concerning the tao system has focused mostly on the growth in athletes' numbers and the economic aspects, but the impact of these on coaches and athletes remains unexplored. The changes in the social status and daily work of sports professionals are also neglected, although it is possible that the surge in resources resulting from the tao system has had a smaller than expected impact on the working conditions and the esteem of coaches.

In the light of the above, the main objectives of this paper are (1) to describe the effects of the corporate tax relief system on basketball coaches in Hungary; and (2) to explore coaches' pedagogical and professional views and attitudes towards their work. Within the main objectives, I want to determine whether there have been any changes in coaches' working conditions and perceived esteem during the seven years of the tao system, and how these changes have shaped their perceptions of the aspects that most affect their work. I also seek to identify the demographic composition and characteristics of the coaching workforce, and to highlight the differences in the perceptions of the different groups of coaches based on different criteria. Of particular interest may be the differences between male and female coaches, which could support or refute some of the arguments for lower employment rates for female coaches.

By understanding the mindset of coaches, we can use basketball as an example to understand the current problems in the sports environment. The results may also be useful for club managers and technical directors to improve the conditions of their coaches and to support their professionals in making reasonable and acceptable decisions. The characteristics of work in the sport can highlight areas where more conscious coaching is needed. This can not only



help to improve clubs' youth development strategies and coaching education and training curricula but can also contribute to a positive sporting environment, which can strengthen athletes' connection to sport and thus reduce unjustified early and high drop-out rates.

## **4 RESEARCH METHODS**

The descriptive-exploratory research consists of two parts. In the first part, I examine the impact of the corporate tax relief system on the environment of basketball, the satisfaction of coaches and some of their attitudes. To do so, I use the results of questionnaires taken in 2010 (N=152), the last year before the tao, and in 2018 (N=357), the peak of the tao system, while in the second part I analyze coaches' perceptions of their job through the 2018 questionnaire survey.

### **4.1 Research tools**

The questionnaire was designed to explore the coaches' views, opinions, and attitudes towards coaching from a multidimensional perspective. The first version of the questionnaire has been completed in 2010, and the items in the questionnaire were based on problematic statements from existing literature but were also shaped by my own experiences and perceptions. The questions asked contain concepts and statements about respondents' demographic characteristics, their satisfaction, and their views. Although it is quite difficult to draw a sharp distinction between pedagogical and professional views, I have grouped the 78 questions into five categories:

- 1) sports environment
- 2) coach's attributes
- 3) attitudes
- 4) pedagogical views
- 5) professional views

Based on the results of the questionnaire, nine semi-structured interviews were conducted to gain a deeper understanding of the results.

### **4.2 Research sample**

The questionnaire used for the research was completed by basketball coaches working in Hungary at two points in time, in 2010 and 2018 (Table 1).

**Table 1. Demographic characteristics of the two samples.**

	<b>2010</b>		<b>2018</b>	
Sample size	152		357	
Coaches' age	M=39,7 (SD=11,5)		M=40,6 (SD=12,0)	
Coaching experience (years)	M=12,9 (SD=10,4)		M=12,5 (SD=10,6)	
	<b>Total</b>	<b>%</b>	<b>Total</b>	<b>%</b>
<b>Gender of the coach</b>				
Woman	47	30,9	110	30,8
Man	105	69,1	247	69,2
<b>Coaches' age groups</b>				
Under 23	7	4,6	19	5,3
23-35	51	33,6	109	30,5
36-45	50	32,9	117	32,8
46-55	24	15,8	65	18,2
Over 55	20	13,2	47	13,2
<b>Educational level</b>				
University	114	75,0	265	74,2
High school	35	23,0	90	25,2
Vocational	-	-	2	0,6
Primary school	3	2,0	-	-
<b>Coaching qualification</b>				
MSc	41	26,9	48	13,5
BSc (PE teacher-coach)	2	1,3	15	4,2
PE teacher	27	17,8	69	19,3
Vocational	62	40,8	220	61,6
Unqualified	20	13,2	5	1,4
<b>Sex of the team</b>				
Girls/women	49	32,2	91	25,5
Boys/men	75	49,3	146	40,9
Both	28	18,4	120	33,6
<b>Team age group</b>				
U10	34	11,1	112	17,0
U11-12	72	23,4	183	27,8
U14	46	14,9	136	20,7
U16-18	90	29,2	140	21,3
U20-senior	66	21,4	87	13,2

The selection of interviewees was done purposefully, in line with the diversity of the sample and reflecting the different aspects of the study (Table 2).

**Table 2. Characteristics of the interviewees.**

Subject	Sex	Experi- ence (year)	Team's sex	Academy	Coaching qualification	Age group	Coached before tao	Full-time job
1.	Man	10	Girls	Yes	BSc	U16	No	Yes
2.	Woman	3	Girls	No	BSc	U11-12	No	Yes
3.	Man	11	Boys	No	BSc	U16	Yes	Yes
4.	Man	40	Boys	No*	Vocational	Senior	Yes	Yes
5.	Woman	14	Mixed	No	Vocational	U12	Yes	No
6.	Woman	7	Boys	Yes	MSc	U16	No	Yes
7.	Man	32	Both	No	Vocational	U14	Yes	Yes
8.	Man	2	Mixed	Yes	Vocational	U10	No	No
9.	Man	5	Boys	No	Vocational	U18	No	Yes

\* academy's adult team, but not affiliated to the academy

### 4.3 Procedures

In the first part of the research, which examines the impact of changes in the sports environment on coaches' working conditions and attitudes, I compared the results of items selected from the same questions in the questionnaires administered in 2010 and 2018. In the second part, I used the questionnaires completed in 2018 to investigate basketball coaches' views and attitudes towards the profession. In addition to analysing the full sample, I categorised the respondents according to the following four background variables:

- coach's sex (female/male)
- coaching experience (coaches with 10 years or less /11 years or more in the profession)
- team's sex (girls, boys, both sexes)
- club qualification (academy/club)

By comparing the groups within each category, I analysed the similarities and differences in views of coaches. Semi-structured interviews recorded after the questionnaire results helped to gain a deeper understanding of the coaches' beliefs.

### 4.4 Data analysis

Statistical analysis of the questionnaire data was carried out using SPSS Statistics 25.0 program, which included descriptive statistics, cross-tabulation analysis, Chi-square test, Pearson's correlation, two-sample t-test, one-way ANOVA, and Tukey's post hoc test. I used the 5% margin of error as the significance level ( $p < 0.05$ ). As the interviews were intended to complement and interpret the questionnaire research, I did not find it necessary to use evaluation methods typical of qualitative research, which would not have been acceptable given the small sample size.

## **5 RESULTS**

### **5.1 Impact of the tao system on the sports environment**

The results showed that in 2018, compared to 2010, coaches rated their working conditions as better, with the proportion of satisfied coaches increasing from 40% to almost two-thirds in eight years. However, the proportion of dissatisfied professionals is still high, given that the unprecedented influx of money into the sport has allowed for a wide range of improvements. Working conditions have improved to a greater or lesser extent, but the state of the facilities has not been resolved and the construction of new gyms has apparently not kept pace with the needs arising from the increase in the number of athletes.

The responses suggest that the period of corporation tax relief has brought about a positive change in the appreciation of coaches, but is still far from what was expected. Material appreciation has increased more than personal appreciation; questionnaire respondents consider personal, while interviewees material appreciation being better. It is definitely positive that, although coaches are dissatisfied with their appreciation, they are happy to do their job.

The results of the questionnaire show that development of athletes have become more prominent compared to the pre-tao period, and that professionals do not measure their success solely in terms of numerical results. This may be due to the fact that coaches are more adaptable to their athletes than before and make more compromises to meet the needs of their players and parents. The absorption of other activities available to young people seems to have increased further since 2010.

The climate within sport shows an improving trend compared to 2010, but is still far from desirable. Coaches rated each other's expertise as only medium, and, although there was a noticeable improvement in their attitudes toward each other in 2018, the relationship between them is still unsatisfactory.

### **5.2 The views of coaches**

According to the results of the 2018 questionnaire, the work of coaches has become more difficult over the last two decades, and, although working conditions have improved, changes in society, the devaluation of traditional values, and the expansion of entertainment opportunities for young people do not seem to favour competitive sport. Interviewees pointed to the dichotomy that, although in the past, coaching was indeed more challenging due to poorer conditions and lower salaries, the coach had a much higher prestige with athletes and parents, which clearly made his job easier than it is today.

Respondents also identified as important the traits that contribute to the effectiveness of their professional work, as well as those that help to build positive relationships. The results indicate that coaches take their professional work seriously, but they are also considerate of their athletes' motivations. However, compared to the other items, a surprisingly low score was given to the willingness to compromise and tolerance, suggesting that the autocratic, rigid interpretation of hierarchy that characterises many areas of life is also present in sport. This is reinforced by the fact that coaches do not overly demand affection from their players, suggesting the paramount importance of skill and ability development. The use of punishment as a common method also points to the importance of professional goals, with individual and collective punishment being a basic element of the coaching toolbox, sometimes seen as a motivation. It is likely that the strengthening of attachment bond is not entirely free from professional or club interests.

The subjects of the research are aware of the importance of the pedagogical role of the coach; they have a complex approach to their work, and they also focus on the development of other important areas in addition to the teaching of sports skills. Inappropriate behaviour is not considered acceptable, but a more lenient attitude to complaints to the referees is adopted. They place a high priority on creating a safe sports environment and shaping personalities, which indicates that they take into account the long-term benefits of doing sport. Yet they do not plan their pedagogical work in concrete terms, but try to implement it through their personalities, through discussion or by example. At the same time, the responses also point to a performance-oriented environment, with aspects specific to recreational sport being given less importance than others.

Professional work is rated as of paramount importance by coaches, with professional knowledge being valued as crucial despite the fact that winning and developing elite athletes are not seen as key. Excellent work that enables development is undoubtedly not only a means of improving skills and abilities but also an important motivational factor for athletes.

### **5.3 Differences between the coaches' groups**

The analysis of the four categories based on the background variables showed the most statistically significant differences in the grouping by gender of the coach, with respondents disagreeing on a third of the items, 26 questions. There were 18 disagreements by gender of the team, 17 by coaching experience and 14 between coaches working in academies and sports clubs. The groups agreed most on coaching qualities and least on professional roles, with similar proportions of disagreement on environment, attitudes and pedagogical tasks (Table 3). In

addition to the importance of punctuality, rules and winning matches, the most divisive issues among the coaching groups were swearing and the acceptability of coaching without a training plan, with significant differences in perceptions across three-to-three categories.

**Table 3. Distribution of significant differences between coaching groups based on the question groups of the questionnaire.**

	Number of questions	Sex of the coach	Coaching experience	Team's sex			Club/ Academy
				Boys-girls	Boys-both	Girls-both	
Sports environment	15	2	3	0	1	2	3
Coach's attributes	16	6	3	2	0	0	0
Attitudes	19	7	7	1	4	1	4
Pedagogical views	18	6	3	1	5	0	3
Professional views	10	5	1	1	2	2	4

Some of the gender differences found may be explained by the fact that there are proportionally more female coaches in the academies, which is likely to be associated with better working conditions and more focused players. Female coaches perceive their role in their players' lives as more important than their male counterparts, suggesting that they develop emotionally closer relationships with their athletes. This is supported by the greater importance women attach to the qualities that are crucial to building and maintaining close personal relationships. Women also value the aspects that play a role in the enjoyment of sport and in maintaining motivation more, and they also consider their pedagogical role more relevant.

Although women coaches are more highly educated, there are far less women in the profession, particularly in the more prestigious teams, which may generate a desire for female coaches to prove themselves. This may be linked to a greater emphasis on professional knowledge, planning components and winning games, and is indicative of the ambitions of women coaches.

The results show that ten years in the profession has the least impact on professional beliefs and the most on attitudes. The results may be influenced by the fact that coaches who have been in the profession for more than ten years have a higher level of professional qualifications and more of them work with higher age-groups and senior teams than less experienced coaches. The latter may explain why providing opportunity to exercise is less of a priority for them, while winning is more emphasized than for younger coaches.

The different perceptions of the primacy of being a role model and the pedagogical function indicate that more inexperienced coaches need more time to carry out their professional work and, therefore, pay less attention to other aspects. It may also be that their

coaching philosophy is not yet fully developed or that they are not yet aware of the complexity of coaching. The different approaches to aspects related to practical work and coaching behaviour suggest that experience helps coaches to deal effectively with unexpected situations, and that years of work equip them to deal with the challenges and problems that arise from the pressures they are under.

The analysis of the teams by gender showed the highest level of agreement on coaching qualities and the lowest level on professional roles. Almost three-quarters of coaches of both sexes coach under 12-years-old teams, while boys' teams have the highest number of older age-groups, and academies have the highest proportion of coaches of girls' teams. These differences may have a fundamental impact on the philosophy of the professionals, but interviewees pointed out that although the training drills are the same for boys and girls, the gender of the athletes makes a difference in both pedagogical and professional work.

Most of the differences were between coaches of boys and both sexes, with coaches of girls and the other two groups differing to the same extent. This indicates that the coaches of girls' teams are closer in their attitudes and pedagogical approach to those who work with both sexes, mostly with the youngest players. The latter group puts more emphasis on making their players feel comfortable in training and on having a positive attitude towards them.

Of the groups based on different criteria, the least significant difference was found between the views of coaches from clubs and academies. Their opinions differ most on issues of professional roles, while there is complete agreement on coaching qualities. The answers suggest better conditions for academies and indicate different objectives for clubs and academies. Professional work in academies is understandably more important; there is an obvious expectation of high levels of knowledge and continuous self-training, which presumably also plays a role in the selection of coaches. The difference in objectives suggests that coaches in clubs should adapt more, although retaining players is an important task not only in smaller clubs but also in larger clubs and academies.

There is little difference of views between academy and club coaches on the most important issues, which illustrates the specific situation of basketball academies in Hungary: the quality of the work done in the club is not necessarily the basis for the award, but other considerations guide the awarding of the title.

## 6 SUMMARY AND CONCLUSIONS

Like other major sports, the possibility of corporate tax relief has brought radical changes to the Hungarian basketball culture. According to the coaches who took part in the research, the use of tao funds has brought about clear positive changes in working conditions and the recognition of the coaching profession. The increase in the number of players is hopefully due not only to clubs signing more players to increase the tao budget, but also to coaches paying more attention to creating an attractive environment for young people. It is also encouraging that coaches are happy to do their jobs, despite the fact that most of them do not feel overly appreciated, some still feel underpaid and not all are fully satisfied with their working conditions. Improving relations between coaches remains a challenge, as creating an accepting atmosphere would help professional dialogue – which would facilitate the learning and development of young coaches in particular – and would also have a positive impact on the way coaches behave in games.

The results suggest that coaches do not only regard the development of sports skills to be their task, but also consider other areas of holistic development of athletes to be important, in line with researchers' recommendations (Cronin & Allen, 2018; Lara-Bercial et al., 2017; Strachan et al., 2011; Strand, 2013). They are aware of the personal and professional qualities required for the job, and also view educational and professional aspects to be important. At the same time, the responses point to a performance- and competition-oriented approach, which is already prevalent in young age groups. Despite the results, practice shows that this dichotomy is not always successfully resolved or synthesised, with coaches sometimes tending to lean too far in one direction or the other. The result-centricity of coaches is particularly noticeable in the larger clubs, and the generally accepted use of punishment and tolerance of complaints to the referee is confirmed by the responses to the questionnaire. In their pedagogical roles, coaches are sometimes unaware of their actions and are not able to control their behaviour in all situations, and thus sometimes fail as role models. It would be key for coaches to react to events as much as possible bearing in mind the short and long-term consequences of their comportment.

Analysis of coaching groups by background variables shows that the gender of a coach exerts the greatest effect on coach views and attitudes, club rating the least, and team gender and coaching experience have almost equal effects on coach thinking. In addition to the above variables, the age of the players certainly shapes coaching attitudes, as shown most clearly by the differences in the ratings of coaches of both genders within the research framework.



Recommendations based on the results:

- Coaches' esteem should be raised to ensure that their satisfaction and motivation remain positive, which is essential to increase both the number of athletes and the international competitiveness of the sport.
- Clubs should also use the opportunity of the corporation tax relief to create a system that can be operated in the long term and ensure the sustainability of their activities after the abolition of the tao.
- Relations between coaches should be improved by organising programmes to allow them to get to know each other better, outside of competitions.
- Recreational basketball should be made available in clubs so that as many young people as possible can learn about the sport and play it without the need to compete.
- In training and further training courses, greater emphasis should be placed on combining theory and practice and on raising awareness of the possibilities for carrying out pedagogical tasks.
- The number of female coaches should be increased, as they have many different qualities from men and are ambitious, so it is high time to open up higher positions to them.
- It would be desirable to take account of the differences between boys and girls from the first training sessions for children, in order to reduce the unjustifiably high drop-out rate, particularly among girls.

Understanding the mindset of coaches is an important addition to identifying the characteristics of work in sport, which is essential for improving the conditions for playing sport and increasing the satisfaction of coaches. The results can help to plan coaching activities more consciously and can also serve as a guide for designing coaching curricula and shaping coaches' attitudes. Although personality traits cannot be ignored in the assessment of a coach, by taking into account the potential strengths, strategic managers and technical directors in clubs can make a significant contribution to the successful collaboration between coaches and athletes by matching the right team with the coach of the right ability and character. Further research into the sports environment would certainly be useful to ensure that all those involved in sport fulfil their ambitions and work together in the greatest possible harmony towards their common and individual goals.

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## **PUBLICATIONS ON THE SUBJECT OF THE DISSERTATION**

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