

Nikolina Kuruzović¹, Vesna Barzut², Marija Volarov³, Ivana Novakov⁴
Faculty of Sport and Psychology, Educons University

Motivational and Personality Factors in Sports Coaches' Non-formal Education⁵

Abstract: This review summarizes the available literature on the non-formal education of sports coaches. Considering the complexity of the sports coaches' job, it is recognized that formal education alone is not sufficient, and non-formal education within this field may need to be mandatory. Earlier studies suggested that motivation and personality could be crucial predictors of the willingness to continuously learn. The most promising motivational theory in the context of education is the self-determination theory, which emphasizes that even controlled, external motivation could be internalized. Furthermore, some personality traits (e.g., curiosity, conscientiousness) are associated with non-formal education and should, therefore, be fostered even in those individuals who did not autonomously decide to enroll in a program. This review also identified a clear lack of studies investigating the motivational and personality determinants of non-formal education in sports coaches, and future studies should aim to fill this gap.

Keywords: lifelong learning, non-formal education, sports coaches, motivation for learning, personality traits

Introduction

Sports coaching is usually defined as an extremely demanding, complex, and multi-layered activity (Cushion et al., 2010; Lyle, 2002). To achieve the pri-

¹ Nikolina Kuruzović, PhD is an Assistant Professor at the Faculty of Sport and Psychology, Educons University (nikolina.kuruzovic@tims.edu.rs).

² Vesna Barzut, PhD is an Assistant Professor at the Faculty of Sport and Psychology, Educons University (vesna.barzut@tims.edu.rs).

³ Marija Volarov, MA is a Teaching Assistant at the Faculty of Sport and Psychology, Educons University (m.volarov@yahoo.com).

⁴ Ivana Novakov, PhD is an Assistant Professor at the Faculty of Sport and Psychology, Educons University (ivana.novakov@tims.edu.rs).

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mary goal of the coaching profession – improving the performance of athletes and sports teams evaluated through competitions (Cushion et al., 2010), sports coaches must effectively perform numerous occupational roles. These roles are typically reflected in the following tasks: 1) technical and tactical training of athletes, 2) planning the training process, 3) conducting training, 4) control of physical fitness (preparedness) and selection of athletes, 4) analysis and correction of the training process and competition, 5) managing performances during competitions, 6) keeping work and competitions documentation, 7) writing work reports, 8) providing material and technical conditions for exercising and the training process (Regulations on the nomenclature of sports professions and titles; Law on Sports, 2016).

Several other indicators contribute to the complexity and dynamism of the sports coaching profession. The list of necessary knowledge and skills mentioned earlier (Perkins & Hahn, 2020) certainly changes depending on the level of athletes' development and age, as indicated by the Development Model for Sports Participation (Côté et al., 2003). This model recommends a developmental approach to coaching that emphasizes adjustment to the individual developmental needs of an athlete. In addition, the sports coaching profession often goes beyond the domain of sports, given that the coach can and does have a wider role in improving the physical and psychosocial growth and development of athletes through sports activity (Perkins & Hahn, 2020). This imposes a need for the acquisition of skills and knowledge in areas such as physical and mental health, psychosocial development, etc. The demandingness of the sports coaching profession also stems from the fact that coaching is taking place in a complex social context. This complexity manifests through various institutional, political, ideological, as well as cultural, and national pressures on coaches (Jones, 2000), and demands their skillful adaptation. The social aspect of the sports coaching profession is also emphasized because it is essentially a social activity that balances personal and collective needs and goals (Cushion et al., 2010), requiring a wide range of interpersonal skills (Mesquita et al., 2010).

It is almost impossible for coaches to comply with all these requirements without a wide range of knowledge and skills (for example, “identifying and setting achievable and realistic goals; developing action plans and strategies for the goal achievement; monitoring progress and implementing any required changes; encouraging, inspiring and motivating others; developing policies and procedures...” [p. 464]; for a systematic review of sports coaches' knowledge and skills (see Perkins & Hahn, 2020). To successfully acquire indispensable knowledge and skills, coaches should have access to adequate and efficient education. It is

stated that non-formal education (NFE) is one of the essential aspects of sports coaches' professional development (Woodman, 1993).

This paper focuses on the subject of individual and social factors underpinning the NFE of sports coaches. As mentioned earlier, sports coaching is a demanding and complex vocation that imposes continuous improvement, if full professional capacity is to be achieved. We consider the possibilities for an upgrade of the existing system of organizing the permanent education of sports coaches, as a prerequisite for improving their skills and knowledge. By achieving this goal prescribed by the Action Plan for the implementation of the Sports Development Strategy in the Republic of Serbia 2014–2018 (Ministry of Youth and Sports, 2021), we could contribute to realizing the ultimate goal, which is improving athletes' performance and results. When it comes to individual factors, this paper reviews motivational and personality factors that could explain why sports coaches engage in NFE. More precisely, it focuses on the motivation and personality characteristics of sports coaches who chose to update their professional competencies through NFE. As far as social factors are concerned, we consider the question of legal norms in this area. This is especially important for educators from Serbia given the fact that the Law on Sports in Serbia (Law on Sports, 2016) recently has changed in a way that individuals without specific formal education must undergo vocational training to become sports coaches. We also tackled the question that emerged after the above-mentioned changes in the law were made: has motivation for vocational training changed among those for whom vocational training became mandatory? Another social factor that we focus on is an institutional one, especially one concerning the organization of NFE. We wonder if there are aspects of the organization of NFE that make the pursuit of further education difficult. By removing the identified technical obstacles and shortcomings we would be able to improve the education system for (future) sports coaches.

The Role of Non-formal Education in the Development of Sports Coaches' Professional Competencies

Non-formal (optional) education is an inseparable aspect of the concept of lifelong learning, along with the formal (obligatory) education and informal (experiential) education. (Kuka, 2012; Laal & Salamati, 2012). Lifelong learning (LLL) can be defined as a voluntary, self-motivated, quest for knowledge due to professional or personal reasons, which lasts throughout the whole life (Coşkun & Demirel, 2010; Laal & Salamati, 2012). Formal education includes gaining

knowledge within institutions such as primary school, high school, and university. After completing any of these three levels of formal education, individuals receive a diploma or certificate to make them employable within a certain professional field. As well as in other disciplines, the basic form of sports coach education is the formal one and some studies indicate that this type of education is positively valued by coaches (Hannays, 2020; Kubayi et al., 2016; Mesquita et al., 2010; Vargas-Tonsing, 2007), that formal education increases coaching efficiency and reduces the rate of coach burnout (Frey, 2007; Maleté & Feltz, 2000), and diminishes various negative experiences (Taylor, 1992). However, there are notions that formal education is just one of many aspects of the process of developing coaching skills and knowledge (Erickson et al., 2008; Nelson & Cushion, 2006). It is mentioned that if the coach wants to develop a full capacity of coaching competencies, one must continue education beyond the formal level (Abraham & Collins, 1998).

Next, informal education is sometimes called accidental learning because it refers to knowledge and skills people collect daily by interacting with others regardless of context (Laal & Salamati, 2012). Finally, non-formal learning is a learning type that is also structured and held by an institution/organization but is more flexible than formal learning (Eshach, 2007), and it could also lead to certification. Non-formal education (delivered via workshops, courses, learning-by-doing, etc.) enables people to build knowledge and skills on topics not included in the standard curriculum that governs formal teaching (Simel, 2011). Non-formal and informal education is crucial for all individuals who strive to improve their professional competence, especially nowadays since we are facing rapid technological advances and growing research evidence in every scientific field. Sometimes, completing formal education is a prerequisite to enrolling in non-formal programs. Lessing and de Witt (2007) noted that various programs for professional development (including non-formal education) have the best impact on professional growth when they address the individual needs of participants, when they take individuals' background knowledge into account, and when they offer diverse perspectives based on experiences of other professionals. Some research studies indicate that sports coaches recognize the importance of these other types of learning, in addition to formal ones (Hannays, 2020; Kubayi et al., 2016; Vargas-Tonsing, 2007). In general, all forms of coaching education are gaining more and more popularity (Hannays, 2020). Thus, more and more sports coaches attend non-formal (e.g., attending subject-specific workshops, and conferences, working with an expert coach; Cushion et al., 2010) and informal education (reading and using the internet, learning from family, and friends, attending public lectures, and others; Cushion et al., 2010), as they are increasingly

engaged in the so-called self-directed learning (SDL) which is an autonomously led approach to the organization and attainment of knowledge (Kaufman, 2003). Previous studies showed that SDL is a very effective method for training adult learners (Ellinger, 2004). SDL can be understood as a process initiated by an individual, which may or may not involve the help of others, where the person identifies their own learning needs, develops learning goals, finds resources to attain these goals, selects and implements appropriate learning strategies, and finally, determines how to evaluate outcomes of learning (Knowles, 1975).

Sports Coaches' Motivation for Non-formal Education

The question of motivation for professional development and engaging in NFE is a critical segment of sports coach education. To achieve the goal of improving the sports coaching expertise and competence set by the Action Plan for the implementation of the Sports Development Strategy in the Republic of Serbia 2014–2018 (Ministry of Youth and Sports, 2021), it is necessary to find out the motives, but also the obstacles faced by coaches when pursuing education programs. Such knowledge would enable us to adequately and timely intervene leading to improvement of the level of sports coaches' education.

Motivation is often described as a factor that energizes and directs someone's behavior. There are many theories of motivation, however, one of the most influential theories of motivation nowadays is the Self-determination theory (SDT; Deci & Ryan, 1985). Self-determination theory is based on basic psychological needs (autonomy, competence, and relatedness) and was extensively investigated in different contexts of human functioning so it has more empirical support than some other theories. However, the most interesting thing about SDT is the assumption that what once was external motivation could become internalized. This is very important, knowing that the current Law on Sports (2016) requests mandatory further/additional education of sports coaches therefore their starting motivation is most likely external. Below we summarized the main assumptions of SDT as well as some of the results of previous studies.

SDT assumes that motivation is not a unitary phenomenon, there are various types of motivations, and people differ not only based on the amount but also the type of motivations (Ryan & Deci, 2000). SDT makes distinctions between autonomous and controlled motivation. More precisely, autonomous motivation consists of intrinsic motivation but also some aspects of extrinsic motivation (in situations where a person is identified with the value of some

actions). Controlled motivation consists of external regulation (for example rewards or punishments) but also internal regulation (avoidance of shame, approval motive, ego-involvements, etc.). Finally, this theory also assumes demotivation which could be described as a lack of intent and motivation (Deci & Ryan, 2008). Although autonomous and controlled motivation affects behavior by providing energy and direction, various research showed that different outcomes are associated with each. Overall, it was shown that autonomous motivation is associated with better psychological health, better performance, and longer persistence (Deci & Ryan, 2008).

SDT is often investigated in the context of education and learning. Many studies showed that autonomous motivation is associated with better educational outcomes. For example, autonomous motivation is associated with decreased drop-out intention (Hardre & Reeve 2003; Vallerand et al., 1997), more deep learning (Grolnick & Ryan, 1987; Vansteenkiste, Simons, et al., 2005; Vansteenkiste, Zhou, et al., 2005) and better academic performance (Black & Deci, 2000; Grolnick et al., 1991; Pintrich & De Groot, 1990; Soenens & Vansteenkiste, 2005). Not just educational outcomes but also better indicators of the mental health of students are associated with autonomous motivation. In one study (Black & Deci, 2000), students that reported that entering a particular course was an autonomous decision also showed lower anxiety, higher enjoyment, and competence.

For education, one of the most important practical implications of SDT is the idea that via the process of internalization motivation that was regulated by external factors may become internal (Deci et al., 1991). For example, it is possible that a person who was enrolled in some program to obtain a certificate, during the process became interested in the subjects and started valuing the importance of knowledge. One study (Black & Deci, 2000) showed a positive association between students' perception of their teacher autonomy support and an increase in their self-regulated motivation. However, it is important to know that it is also possible that external rewards decrease internal motivation (Deci et al., 1999).

At this moment, in the Republic of Serbia, additional non-formal education is mandatory for some groups of sports coaches (that did not obtain a formal university degree) in order to be able to continue working in their field. Therefore, their main motivation for enrollment into these programs is not autonomous but rather controlled which could negatively impact the learning outcomes. However, based on assumptions of SDT even, in this case, it is possible to cultivate more internal motivation. Additionally, knowing that external rewards (such as a certificate) could decrease internal motivation it becomes even more

challenging to create a learning atmosphere that will enhance curiosity, interest, and finally competence.

Previous studies that investigated the motivation for NFE usually did not rely on some systematic approach or theory. Rather than that, they are isolated studies with a limited number of participants and specific learning situations. Moreover, the results are often inconsistent, which is expected, considering the different methodologies and definitions of motivation that they are using. Some authors (e.g., Hubackova & Semradova, 2014) emphasize that adults might be motivated by pragmatic reasons for starting additional education such as: getting a qualification with the aim to earn more money or get a better professional position, the need to get a certificate, etc. In their study with students, less than a fifth of participants (17.5%) were motivated by internal motivation i.e., the need for personal development (Hubackova & Semradova, 2014). The rest were motivated by external factors such as getting a degree (27.50%), the gain of a new qualification (22.50%), employer's demand (20%), and higher financial appraisal (12.50%) (Hubackova & Semradova, 2014).

A similar pattern of results was also obtained in Eurostat research (cited in Moustakas, 2018) where motivational reasons for participation in adult education in the European Union were mostly job-related and external such as better work performance or salary (44.4%), obligatory participation (21.5%), reducing the chance for unemployment (12.3%), increasing the chance for getting a job (11.6%), mandatory certification (10.1%), starting own business (3.3%). However, a significant percentage of people also reported internal motivation such as: getting knowledge and skills related to subjects they are interested in (32%), getting knowledge and skills useful in everyday life (25.5%), making friends or for entertainment (8.8%). In line with previously mentioned results, another study suggests that internal motivation could be an important factor for NFE. Namely, the association between mastery goal orientation and NFE was also demonstrated (Hee et al., 2019).

The OECD data (OECD, 2022) collected in the period between 2012 and 2015 suggested that external motivation could be the dominant reason for enrolling in programs of non-formal education. Namely, across all 30 countries included in this report, the percentage of people who attended some program of formal or non-formal education while they did not want to participate was higher than those who willingly participated (Figure 1). Unfortunately, this report did not include data for the Republic of Serbia, although, we expect that the predominant motivation is similar to in the above-mentioned countries.

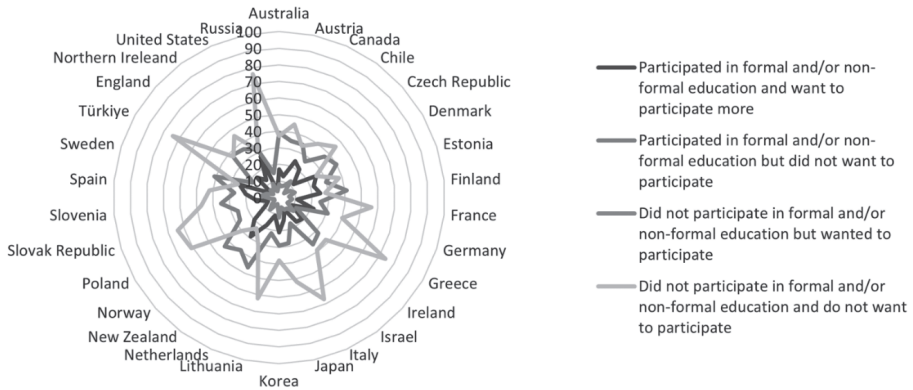


Figure 1. Willingness to participate in formal and/or non-formal education (adults aged 25–64 years).

Note. Graph is based on the OECD dataset Survey of Adult Skills (OECD, 2022).

According to our knowledge, there is no systematic research that examines the motivation of sports coaches enrolled in non-formal education. However, considering the sports coaches' motivation for non-formal education from the prism of SDT, while taking into account all demands that they are facing, it became clear that both, controlled and autonomous motivation should be expected. Formal requirements, defined by law, that are the necessary conditions for becoming a sports coach will activate external, controlled motivation and it might, at first, even suppress or negatively impact internal motivation. However, it is known that even controlled motivation could be internalized (which is associated with better learning outcomes). Therefore, it is important to make effort in understanding sports coaches' motivation for non-formal education and create a learning atmosphere that will engage internal motivation for NFE.

Researchers mostly focus on attitudes and preferences toward education and professional development, as well as incentives for further education (Cushion et al., 2010). We rarely get to the reason, that is, we rarely discover what motivates coaches to learn. Although the motivation for NFE is investigated in the context of other professional areas, it is not advisable to entirely generalize their findings, because of the complexity of the coaching profession, and because of the work status of sports coaches, which is often at the level of volunteering or part-time jobs (North, 2009). It is why research, that exclusively concentrates on the sports coaches' motivation for education, not only formal but also non-formal, informal, and self-directed, is necessary.

Sports coaches seem to differ in their preferences for a particular form of education (Brook, 2016). Namely, highly educated coaches, compared to those with lower education, in addition to formal, value other forms of learning such as informal and non-formal education (Mesquita et al., 2010). Coaches who are evaluated as highly successful are more likely to actively search for additional sources of knowledge and skills throughout their careers (van der Merwe et al., 2015). It is also noticeable that more mature and experienced coaches more often access non-formal and informal education programs (Brook, 2016). Younger sports coaches, without much work experience, prefer the specific form of learning – learning by doing (Erickson et al., 2008).

The question of coaches' preferences towards certain types of education touches on the issue of the coach learning process, as well as the organization of the sports education system. There are indications that the sports education system is organized in a way that does not sufficiently prepare coaches for the future challenges and demands of the profession (Nelson & Cushion, 2006). In particular, these statements refer to the system of formal education. Although coaches, as already mentioned, appreciate every form of education, they still prefer practical ones, acknowledging that formal education is the least informative (Gilbert et al., 2006; Werthner & Trudel, 2006). What is most valued are specific forms of informal education, primarily working with coaching experts, learning by doing, and interacting with peer coaches (Mesquita et al., 2010). Coaches highly value the mentoring concept in the learning process such as the possibility of observing other colleagues and experts, as well as sharing knowledge through interaction. This may be more a result of the fact that formal education programs are still organized in classrooms, that learning materials are rarely changed, and that they are not sufficiently accompanied by practice (Mesquita et al., 2010). The nature of the coaching profession demands, in addition to theoretical knowledge, the acquisition of a whole sort of experiential skills, which are developed during practice. Both theoretical and experiential learning types are required if one wants to develop sports coaching competencies and improve professional growth. Mesquita et al. (2010) recommend a holistic approach to coaches' education with a balanced combination of different types of learning (formal, informal, and non-formal), enabling the interaction of theoretical and experiential learning sources.

Surveys of coaches' preferences towards education partially reveal the topics coaches are interested to learn about. Coaches often emphasize that non-formal education programs are not adapted to their needs, because they are significantly far from the real challenges of the coaching profession (Vargas-Tonsing, 2007). Coaches especially emphasize the importance of the following topics that would further encourage them to learn: communication with athletes and their parents,

advanced teaching techniques, fitness techniques, motivational techniques, goal setting, visualization, character building, athlete nutrition, first aid, stress management, sports psychology, and numerous others (Hannays, 2020; Kubayi et al., 2016; Vargas-Tonsing, 2007). It is concluded that what would encourage coaches to continue education is the legal obligation (Hannays, 2020; Vargas-Tonsing, 2007), but also the coherence between topics of the education programs and their wishes and needs.

Useful information about sports coaches' education is provided by studies that are interested in possible obstacles that coaches encounter in the process of career development (e.g., Cross, 1981; Hughes, 2005). For example, some situational factors, such as lack of money and accumulated family responsibilities can act as potential obstacles to non-formal education (Hughes, 2005). In addition, Cross (1981) identified some institutional (e.g., inadequate class schedule and duration) and dispositional deterrents (e.g., personal attitudes, and perception). We can assume that the same kinds of obstacles can be found among sports coaches. Particularly, sports coaches mostly mentioned the lack of relevant courses, time, and money as the main obstacles to their NFE and professional improvement (Hughes, 2005). It is also interesting that many coaches emphasized that they would increase their participation in NFE if it was held online (Hannays, 2020; Kubayi et al., 2016; Vargas-Tonsing, 2007), due to their work and family obligations. To sum up, NFE of sports coaches' could be popularized if, in addition to its mandatory status, there were funds for education providing more affordable and accessible education programs in terms of money, place, and time. In addition, programs designed to focus on the coaches' needs, desires, and interests might significantly remove the remaining obstacles to professional development.

Not only sports coaches, but more and more governments as well, recognize the importance of education for professional development. Following this trend, our government adopted the Sports Development Strategy in the Republic of Serbia 2014–2018 (2015), as well as the Action Plan for its implementation (Ministry of Youth and Sports, 2021). Sports Development Strategy (2015) sets up the improvement of the expertise and capacity of professionalism in the sports field as a primary goal. It has also been recognized that in order to achieve this goal, the education (either formal or non-formal) of individuals who want to become sports coaches should be mandatory. Consequently, the Regulations on professional development for the performance of certain professional tasks in sports (2020) based on the Law on Sports (2016) prescribe the necessity of obtaining the certificate through non-formal education for individuals who did not complete formal education in the field of sports at the university level. However, these individuals are eligible for non-formal education in sports only if they pos-

sess a high school diploma. The required non-formal education programs can be organized and implemented only by institutions that meet the conditions prescribed by the same law. This way, the government does not allow any individual without a prescribed level of education (formal or non-formal) to engage in sports coaching, which ensures the increase of sports coaches' expertise and competence. Legal regulations through which governments of different countries want to improve the level of coach expertise and competence certainly contributed to the growing popularity of NFE among sports coaches (Vargas-Tonsing, 2007). That is why the NFE of coaches increasingly has a mandatory status in career development with clear, predefined principles and rules.

Sports Coaches' Personality Traits as Predictors of Engaging in Non-formal Education

As we already mentioned, the working environment in a sports setting implies the ability to quickly adapt to various changes. Consequently, the importance of NFE for sports coaches is very evident as well as the role of motivation in continuous education. Acquisition of knowledge is a process influenced by numerous factors such as individual, social, and cultural ones (Cushion, 2013). As mentioned earlier, various personal factors can either motivate or demotivate a person to continue their education (Cross, 1981). Among others, these personal factors are traits and qualities, such as motives, interests, inclinations, abilities, psychological, moral, and spiritual values, and beliefs, etc. (Stepanchenko & Briskin, 2019).

However, it remains unclear what personality traits are significant predictors of sports coaches' propensity to engage in programs of non-formal education. According to our knowledge, no study investigated the association between personality traits and enrolment in non-formal programs for sports coaches. Among the few, research in the area of formal sports education points out that indeed, not just personality traits but the set of individual factors can influence the formation and professional development of teachers of physical education and sport comprising of temperament, character, abilities, specifics of interests, peculiarities of psychic processes and intellect, physical fitness (Stepanchenko & Briskin, 2019). We assume that we can expect the same in the domain of non-formal sports coaches' education. The vast majority of available studies examined the personality traits of successful coaches (e.g., Perez-Ramirez, 2002; Tušak & Tušak, 2001). Although it is reasonable to assume that the most successful coaches also put additional efforts into learning new skills and acquiring

new knowledge, a direct association was not tested. Studies that investigated the role of personality traits in the context of NFE showed that a personality trait that could be associated with the tendency of an individual to commit to NFE activities is curiosity (Fulcher, 2004). Curiosity is frequently described as a core part of motivational and reward-sensitivity mechanisms (Depue, 1996), and it can be defined as a tendency to explore, to seek novel, complex and challenging interactions (Kashdan & Steger, 2007). According to some authors, curiosity may facilitate learning, competence, and a sense of self-determination (Berlyne, 1960). Research in which NFE has been studied in the context of the Big Five Personality Model has shown that openness to experience, conscientiousness, agreeableness, and emotional stability (i.e., low neuroticism), all showed positive correlations with NFE skills (Subramaniam & Suhaimi, 2022). In one meta-analysis that examined different correlates of readiness for the previously mentioned SDL approach, it has been found that internal locus of control, high motivation, strong support, and self-efficacy correlate positively with SDL, and are also important for increasing the willingness to use SDL in students (Boyer et al., 2014). Rotter (1966) defined internal locus of control as a belief of a person that they are the masters of their own life, and therefore are confident in the possibility to control their environment. Individuals with an internal locus of control perceive a strong connection between their actions and consequences (Ng et al., 2006). Bandura conceptualized self-efficacy as a person's belief in their own capability to succeed in the performance of a particular task (Heslin & Klehe, 2006). Although self-efficacy is more specific to context and circumstances, compared to the way in which personality traits are usually defined, it has been found that self-efficacy is one of the strongest motivational predictors, in terms of the effort, persistence, and even success in training and task performance (Heslin & Klehe, 2006).

A short review of studies that investigated the association between various personality traits and NFE suggests that the factor of personality should be also considered in understanding the phenomenon of professional development. Also, it is reasonable to assume that the personality traits that the above-mentioned studies identified as good predictors of NFE are also relevant in the domain of sports education. Moreover, some personality traits could also affect motivation and indirectly the learning outcomes. For example, sports coaches that are more curious, and open to experience will probably be internally motivated to learn more about their topics of interest and they might try various learning settings (e.g. independent reading and problem-solving, enrolling in different programs and education, sharing knowledge with colleagues, etc.). On the other hand, some personality traits could also negatively impact some-

one's desire and ability for further education and learning (e.g. dogmatic, rigid people will probably be opposed to new ideas, research, or practical findings and maybe even to teaching techniques that the instructor might use which will negatively affect their enrolment and learning outcomes). Future studies should further explore which personality traits are associated with NFE and the relationship between personality traits and motivation for participating in the programs of NFE in sports coaches.

Conclusion

In this paper, we considered the topic of individual and social factors which affect the NFE of sports coaches. We focused on individual factors of motivation and personality, as well as social factors such as the law and organizational aspects of NFE of sports coaches. The complexity of the sports coach's profession requires a careful and systematic approach to education that goes beyond formal education. Nowadays, it is hard to imagine successful sports coaches' professional development without continuous education. The sports coaches' education is increasingly becoming the focus of researchers, not only due to its specifics but also to the fact that more and more countries, like Serbia, thrive to improve the sports coaches' professional competence through education. Taking this into account, we believe that only research-driven educational practices can ensure the improvement of both coaches' and athletes' performance. In order to promote educational practices in this domain, we discussed several questions regarding individual and social factors underpinning the NFE of sports coaches. First of all, we questioned the contribution of individual factors such as motivation and personality. We wanted to find out what aspects of motivation and personality contribute to NFE. Secondly, we tackled the question of social factors of NFE in the domain of sport. We wondered how the state law and the organization of the educational system can contribute to the pursuit of further education.

Earlier studies show that the coaches themselves increasingly recognize the importance of education and actively participate in NFE programs. It is stated that among different individual factors, motivation significantly directs the course of NFE of sports coaches. Although sports coaches' external motivation, namely job, better work performance, and salary-related requirements, govern toward NFE, authors also emphasize the importance of intrinsic motivation. As proposed by SDT theory, even controlled motivation could be internalized. Although the mandatory status of sports coaches' education can arouse extrinsic

factors of motivation, it can be used to stimulate intrinsic factors, for example by aligning the content of the program with the coach's wishes and personal needs. This is exactly one of the biggest wishes of the coaches. According to the sports coaches' statements, there is still room for improvement, both in the education conditions and education topics. A holistic approach to education with a balanced ratio of theoretical and practical teaching, with a special emphasis on mentoring, which coaches recognize as one of the most desirable ways of acquiring coaching skills and knowledge, would prove to be particularly effective (Mesquita et al., 2010).

We could get additional important information for shaping the educational context by researching another important individual factor, the coach's personality. Research indicates that the coach's personality impacts numerous aspects of the coach's work (performance, success, coaching style, etc.), so it is reasonable to assume that it also has its role in the field of education. Certain personality traits (e.g., curiosity, openness to experience, conscientiousness, agreeableness, and emotional stability) underpin the need for NFE, while others, such as dogmatism and rigidity could be categorized as obstacles. Future studies should identify which personality traits of sports coaches are predictors of their enrolment in NFE and more importantly is there an interaction between motivation and personality traits. This information could be useful when creating individualized approaches to coach education. If there is not much space for an individual approach during group-organized courses, that space could be opened during mentoring work, which the coaches themselves highly appreciate. This means that mentors, while working with each coach, could improve the learning process of the coach, by knowing basic facts about personality and how it affects the learning process.

Researchers note that there are several social changes that impact areas of coach education. A growing number of countries require non-formal education to become a sports coach (for those without necessary formal education), considering that adequate education is one of the basic prerequisites for pursuing this profession. This means that it is not enough if someone has the experience of being an athlete to become a coach as well. Given that the research shows that the mandatory status of education for sports coaches is one of the most effective ways to raise the level of sports coaches' competence, it is up to educators to do their best to make this education flexible and affordable enough, to attract as many (potential) coaches as possible. Interestingly, the coaches themselves recognize the importance of the mandatory status of education and even recommend it.

The way the NFE of sports coaches is organized arises as an important factor that could increase or decrease the percentage of coaches attending additional classes. As mentioned earlier, some studies especially point to the need of aligning NFE with coaches' real needs and the interests when it comes to the covered topics. Sports coaches seem to prefer topics such as communication with athletes and their parents, advanced teaching techniques, fitness techniques, motivational techniques, goal setting, visualization, character building, athlete nutrition, first aid, stress management, sports psychology, and numerous others (Hannays, 2020; Kubayi et al., 2016; Vargas-Tonsing, 2007). Likewise, coaches emphasize the necessity of flexibility in terms of the schedule of classes, the duration of courses, and the acceptability of financial costs. One possible way to overcome the financial obstacle is to provide some sort of financial aid to at least some individuals who want to enroll in additional, non-formal vocational training. The desirability of online organized classes is especially emphasized as a reflection of the necessity of harmonizing education with the pace of life and work.

If we understand sports coaches' professional development as a process during which numerous factors (individual, social, cultural, etc.) are intertwined, then it is necessary to shed light on how each of them contributes to the outcome. The literature review yielded the information that the studies examining individual and social factors that could predict coaches' engagement in different forms of continuing education are lacking. The main limitation of this paper is related to the fact that there are not many published papers covering the topic of sports coaches' NFE. This limitation further constrains the generalization of conclusions made in this paper, but it also shows us what questions require future research attention. Future studies should investigate the role of various individual factors, such as attitudes, personality characteristics, beliefs, etc., as potential predictors of engaging in NFE in sports. We especially recommend highlighting the role of motivational factors in the education process. Given that motivation directs our behavior toward a goal, it is necessary to deepen the understanding of which intrinsic and extrinsic factors, and to what extent, contribute to the coach participating in professional development programs. This could help us improve the organization of the NFE in a way that would prompt the internal motivation of coaches as a guarantee of better educational outcomes. Future studies should also address the question of different social and cultural factors, such as legal norms, the technical part of the education system, financial funds, cultural attitudes toward NFE in sports, etc. Together, this could eliminate the obstacles that make NFE hard to pursue and yield a more holistic and organized research-based education system for sports coaches.

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Nikolina Kuruzović⁶, Vesna Barzut⁷, Marija Volarov⁸, Ivana Novakov⁹
Fakultet za sport i psihologiju, Univerzitet Educons

Motivacioni faktori i osobine ličnosti u neformalnom obrazovanju sportskih trenera

Apstrakt: U ovom pregledu je sumirana dostupna literatura o neformalnom obrazovanju sportskih trenera. S obzirom na složenost posla sportskih trenera, prepoznaje se da formalno obrazovanje samo po sebi nije dovoljno i da bi neformalno obrazovanje u toj oblasti možda trebalo da bude obavezno. Prethodna istraživanja su pokazala da motivacija i osobine ličnosti mogu biti ključni prediktori spremnosti za kontinuirano učenje. Najperspektivnija teorija motivacije u kontekstu obrazovanja je teorija samoodređenja, koja naglašava da čak i kontrolisana, spoljna motivacija može postati internalizovana. Osim toga, neki lični atributi (npr. radoznalost, savesnost) povezani su sa neformalnim obrazovanjem i stoga bi trebalo podsticati i kod onih pojedinaca koji nisu autonomno odlučili da se upišu u program. U ovom pregledu se takođe identifikuje jasan nedostatak studija koje istražuju motivacioni faktori i osobine ličnosti u neformalnom obrazovanju sportskih trenera, te bi u budućim istraživanjima trebalo težiti popunjavanju tog jaza.

Ključne reči: celoživotno učenje, neformalno obrazovanje, sportski treneri, motivacija za učenje, osobine ličnosti

⁶ Dr Nikolina Kuruzović je docentkinja na Fakultetu za sport i psihologiju Educons univerziteta (nikolina.kuruzovic@tims.edu.rs).

⁷ Dr Vesna Barzute je docentkinja na Fakultetu za sport i psihologiju Educons univerziteta (vesna.barzut@tims.edu.rs).

⁸ Marija Volarov, MA, asistentkinja je na Fakultetu za sport i psihologiju Educons univerziteta (m.volarov@yahoo.com).

⁹ Dr Ivana Novakov je docentkinja na Fakultetu za sport i psihologiju Educons univerziteta (ivana.novakov@tims.edu.rs).