

Original Article: Access to Factors for the Advancement of Martial arts Teachers and Trainers

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ABSTRACT

This research study discussed the factors of the progress of martial arts teachers and trainers. The qualitative method was used in the research method and according to the qualitative method in the first stage of data collection. The qualitative section's sampling method was purposeful and judgmental, and then snowball sampling was used to collect information. In this research, theoretical saturation was reached by interviewing 21 people from the target samples. The data collection tools were interviews and documents, and after coding and identifying the themes, the Demitel method was used to design and validate the model. Data analysis has been done using related theme analysis methods. Then, the data obtained from twenty-one interviews were coded and analyzed using the theorizing method of a theme analysis. **Findings:** The results of the theme analysis showed that the grouping of codes is fifteen components. Success in coaching is one of the critical factors in combat sports and has three parts: capacity building in coaches and previous learning and analysis of the situation. **Conclusion:** The results of this research can be used as a basis for advancing martial arts teachers and trainers. In combat sports, the coach is considered one of the primary and central figures. Thus, identifying the influential factors in the progress of teachers and coaches was extracted and confirmed, the research framework was drawn, and its suitability was confirmed.

Introduction

One of the critical factors in the success and effectiveness of any organization is the selection of competent people for the positions of that organization. Coaches are also essential factors in the success and failure of sports teams. The selection of elite coaches requires the criteria and characteristics of coaching to select the most suitable person to guide and lead the team. Experts have presented various materials about the coaching profession and its features.

In the sports environment, the coach is responsible for providing opportunities to increase the abilities and skills of the athletes in various technical, physical, and moral fields.

Coaching includes guiding and leading athletes in learning and training technical, tactical, and life skills, including coordinating and guiding athletes in implementing these skills. The coach is the key person in the relationship with the athletes. Coaches need skills, techniques, and tactics to teach their athletes; Therefore, coaches must acquire sufficient sports

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knowledge. Sports coaches must continuously update their knowledge and skills to overcome complex developments and the ever-changing sports environment.

Coaches should provide moral training and help encourage athletes to achieve their full potential, have a supportive role, and help build and strengthen their self-confidence. Coaches should be able to organize, implement and evaluate short-term and long-term strategies and lead training sessions. Support athletes during training and competition, as well as can manage and coordinate human resources.

The ability to help athletes develop and design a distinctive training program, help athletes to develop new skills, establish effective communication with athletes, and use and design evaluation tests to monitor the progress and training process and predict sports performance for A team coach needed. Therefore, sports coaches must have various skills to be successful in coaching. Today, coaches play a pivotal role in helping athletes reach their highest potential and realize the goals of sports teams and clubs. Coaches are one of the most important factors influencing the success of athletes.

Coaches should use emotional and emotional skills along with technical skills to have a more significant impact on athletes. Coaches should use management tools to change athletes' behavior and attitudes. Because the proper performance of the coach makes the athlete successful. Becoming a coach requires skill and ability in a particular sport, knowledge, wisdom, and insight toward oneself and others. Also, it requires commitment and emotional attachment to the sport.

Having proper communication not only with the athletes but also with the sports managers of the university, team supervisors, and all the administrative and executive departments related to the sports teams can work for the success of the team and the coach.

This relationship makes others serve the team's goals with more interest and motivation. One of the activities that the coach should have in this direction is to explain the plans of the

sports team for different departments and introduce them to the activities of the sports team. The trainer should have as much technical knowledge as possible. In this dimension, factors such as the development of the technical skills of the athletes, the development of physical and mental capabilities, the accurate understanding of the athlete's capacities, the application of the coach's knowledge in training and competition, and the selection of appropriate strategies and tactics are essential for the team.

One of the factors that can evaluate a coach's technical knowledge is having coaching qualifications and updating the coach's knowledge.

One of the problems for sports coaches is the feeling of not needing to learn and acquire knowledge, which causes the technical knowledge of coaches to remain old and not keep up with the times. Also, the ability to implement techniques and skills by the coach can make athletes learn faster and trust the coach's skills. Specialized scientific features and sports features related to the coach's technical knowledge are essential factors the coach needs. Directing and leading training sessions is one of the most important criteria for evaluating the performance of sports coaches.

Technical skill is the coach's ability to make the right decisions at the right time in the competition.

Having technical knowledge is another criterion for making the right decision by the coach, which ultimately leads to the success of the sports team and is one of the essential skills of the coach. Planning and setting goals in various team affairs, such as training, preparatory matches, nutrition, physical fitness and health, transportation, and matches, are essential duties of a coach. Also, controlling and evaluating the team's results, recognizing the weaknesses, and trying to correct them are among the management skills of the coach.

Financial skills are also among the issues that explain the performance of coaches. Lack of funds and financial problems have been prominent in sports for several years due to the

sanctions that the country is facing. Coaches can also set goals for financial affairs in team planning and design ways to achieve these goals, and finally, evaluate the amount of work done and make the necessary corrections. A coach can attract supporters due to the presence of that coach in the sports team with his strong presence in different media and proper communication. Also, famous coaches have their fans, and many fans become interested in supporting a sports team because of the coach's personality [1].

In martial arts, tactical skills are very valuable. Athletes must read their opponent's intentions and thoughts to avoid being hit by body language signs and the coach's instructions and experiences from different competitions because, when the opponent starts an attack, the time required for a defender is short of executing a movement. Therefore, prediction is crucial. Expert athletes were more accurate than their less skilled counterparts in predicting effective actions to prevent the opponent's shots from proving. In addition, professional athletes can anticipate the opponent's attack at the start of the movement. Professional martial artists tend to maintain vision in the central areas of the opponent's body while simultaneously using peripheral vision to obtain information from the hands or feet. They used to attack.

Over the past decade, many studies have shown that anticipatory skills can be improved with perceptual-motor training programs based on film simulation. The effectiveness of perceptual-motor training to improve decision-making time or decision-making accuracy has been shown in a wide range of individual and collective sports, so the benefits of motor-perceptual training can be turned into sports success. It also transferred learning from video-based training to actual game performance. During video-based perceptual training, the video sequence (e.g., game sequence) is usually shown a second time to encourage an explicit learning mode.

Therefore, the complete game sequence is played so that the learner can judge the correctness of his decision. Additionally,

between each video sequence, the coach can help the athlete make connections between the information gathered from observing the action and the outcome of that action. This action pursues the athlete's success in the competition. For example, the coach can show the position of the teammates or the opponent's positions to the player and thus lead him to relate to each position, sequence of play, or rules.

The purpose of this type of education is to increase the amount of knowledge. So that they can more easily understand the meaning of the information taken from the environment. The results show that explicit instructions are acceptable in acquiring conscious and verbal knowledge. During video-based perceptual training, the researchers removed verbal instructions to encourage an implicit learning mode. They only prompted the participants to focus on potential areas of interest that may predict the outcome of situations. Decision-making performance under anxiety-inducing conditions is more robust when participants use implicit perceptual training than an explicit learning method. Using a method, athletes use different perceptual training skills to improve prediction.

The implicit approach can be especially recommended for skilled athletes often exposed to high-pressure situations. During learning, explicit processes use working memory to detect and correct errors to store only relevant information. Implicit processes allow the encoding of new information without the intervention of verbal working memory. Findings have shown that only explicit motor perceptual training programs lead to eye movement changes. Novice players spend more time searching in the direction of information-rich areas consistent with the instructions given in the acquisition phase.

Implicit learning intervention leads to changes in the eye movement behavior of expert players. Professional athletes are required to make decisions and react to different attacks in different scenarios against an expert fighter. As in martial arts, a quadruple position includes two moves by the opponent (i.e., a right move

and a left move), two decoy moves (for example, a body leg and a leg kick), and The six attacks are based on six different moves. Martial techniques, either aimed at the body or face of the participants, were selected in advance and executed by the opponent with unique skills. In particular, six attacks were made from three sides, two attacks were made to the body, and one of them was made to the head. There were also three hits, one of them to the body and two targets to the head.

Experts can increase the storage capacity and the use of information processing in short-term working memory by creating retrieval structures in a specific memory structure, the so-called long-term working memory. By observing the behavior of others in a particular situation, a person obtains information about that situation and the consequences of specific actions in that situation. Skilled athletes use more effective visual strategies (reduced search speed) to make accurate decisions [2].

In the research conducted by Godarzi *et al.* in (2016) on the effect of martial arts (Taekwondo, Karate, and Judo) in creating a fighting spirit against attackers, they stated that performing martial arts using an open skill is In simpler words, for the successful implementation of such a skill, the performer must act following the movement of the attacking person, because the environment is variable in terms of time and space. For the optimal implementation of fighting techniques, the defender must adjust the time of the start of the movement to slow to match the attacker's movement and make corrections in his movement. The open skill is suddenly attacked, and the defender must be able to use the learned skill well (after practicing and failing to repel attacks), and the coaches emphasize the use of the open skill by the students.

Methodology

This research aims to determine the factors of the progress of martial arts teachers and trainers. Therefore, it requires the use of qualitative research methods. Professors and trainers of martial sports are the statistical populations of the research. However, the first

step for the interviewees is to identify the people who had complete and comprehensive information regarding the development of martial arts. For this reason, based on the information obtained in this field and consultation with respected professors, the number of people who are also in the executive field was active in the field of combat sports, and respected university professors who are experts in this field were identified using judgmental sampling and interviews were conducted. Targeted and snowball sampling was used. The interviews continue until it reaches theoretical saturation about the desired phenomenon, which in this research was reached with 21 interviews.

The process of thematic analysis begins when the analyst considers semantic patterns and topics of potential interest. This analysis includes a continuous back-and-forth between the data set and the set of codings and analysis of the resulting data. Writing the analysis starts from the very first stage.

The six steps of theme analysis are carried out with the approach provided by Clark and Brun (2006), which includes:

- Getting to know the data,
- The second step is creating primary codes
- Searching for themes
- Forming sub-themes
- Defining and naming the main themes
- Preparing a report

For the validity of the current research, the techniques of comparing the evidence with the existing literature, ensuring that the concepts are systematically related and have internal coherence, the use of multiple sources of evidence, the detailed description of the data set during its collection, the definition of the limit and the border of the research and having a critical draft as well as the study of documents and documents have been used to increase the validity of the resulting data. Also, in the interview method, credibility should be considered for each of the seven stages of the research so that the obtained results are

reliable and trustworthy. That validity is in all seven stages in selecting the topic, designing, interviewing, copying, analyzing, and confirming, which were paid attention to in this research.

Results

In the conducted research, the general results indicate that the following are the reasons for achieving the progress factors of martial arts teachers and trainers.

- Use of mentally strong athletes
- Emphasis on the use of tactical skills by athletes
- Emphasis on using the skills of body language signs to predict the opponent's attacks

- Video-based training of actual game performance and opponent positions
- in their research under the title of evaluating strategies affecting sports performance, coaches are one of the most critical success factors [3].

Research has shown that the role of coaches in sports is diverse. From a teacher, professor, and friend to a consultant, coach, organizer, motivator, leader, planner, decision maker, and the primary source of all knowledge related to sports and training. Coaches should provide moral training and help encourage athletes to achieve their full potential, have a supportive role, and help build and strengthen their self-confidence (Table 1) [4].

Table 1. Main groups, subgroups, and codes are taken from interviews in martial arts coaching

category	concept	code	Row
Successful coaching	Capacity building in coaches	training coaches of domestic teams	1
		trainers use the highest technical indicators in education	2
		Structuring of trainers at the country level	3
		Creating conditions for the participation of trainers in different global classes	4
		Observational assessment of students by the instructor	5
		Paying attention to basic and basic trainers in martial arts	6
		Increasing the teacher's science and knowledge	7
		Use of bodybuilders	8
		Fatherly and sincere behavior of teachers and head teachers with students	9
		Measuring the coach's ability to analyze athletes	10
	Previous learning	considering the athlete's competition experience	11
		Using the experiences of trainers	12
	Analysis of the situation. Competitors and so on	Recruiting foreign coaches as analysts	13
		Using athlete analyzer in teams	14
		Kinetic and mechanical analyzes	15

Summary of identification and achievement of factors for the advancement of martial arts teachers and trainers

The table below refers to the results of the available documents regarding the achievement of the advancement factors of sports teachers and coaches. The contents are fully presented in a short, concise, and valuable manner. The

factors of achieving the progress of martial arts teachers and trainers include the training of internal team trainers, the use of the highest technical indicators in training, the structuring of trainers at the country level, the creation of conditions for trainers to participate in different international classes, observational evaluation students by the instructor, paying attention to elementary and primary

instructors, increasing the instructor's knowledge and skills, The use of bodybuilding coaches, the paternal and sincere behavior of coaches and head coaches with students, measuring the coach's ability to analyze

athletes, taking into account the athlete's competition experience, using the coaches' experiences, recruiting foreign coaches as analysts and using athlete analysts in teams. And motion and mechanical analysis (Table 2).

Table 2. Final stages and frequency obtained from the interviews

Row	Percentage Abundance	Confirmation according to interview codes	Number of interviewees	Final steps
1	100	21	21	Capacity building in trainers
2	90	19	21	Previous learnings
3	85	18	21	Analysis (analysis) of the situation. Competitors and so on

Selective coding is performed simultaneously with open coding. In open coding, the data are crushed to determine the meaning of their features and dimensions. In selective coding, the same data are linked again by creating relationships between each class and its subclasses in a new format.

It is a small partial model or a small reconstruction of a large object that is functionally identical to the real object [5] (Figure 1).

The second step

Model

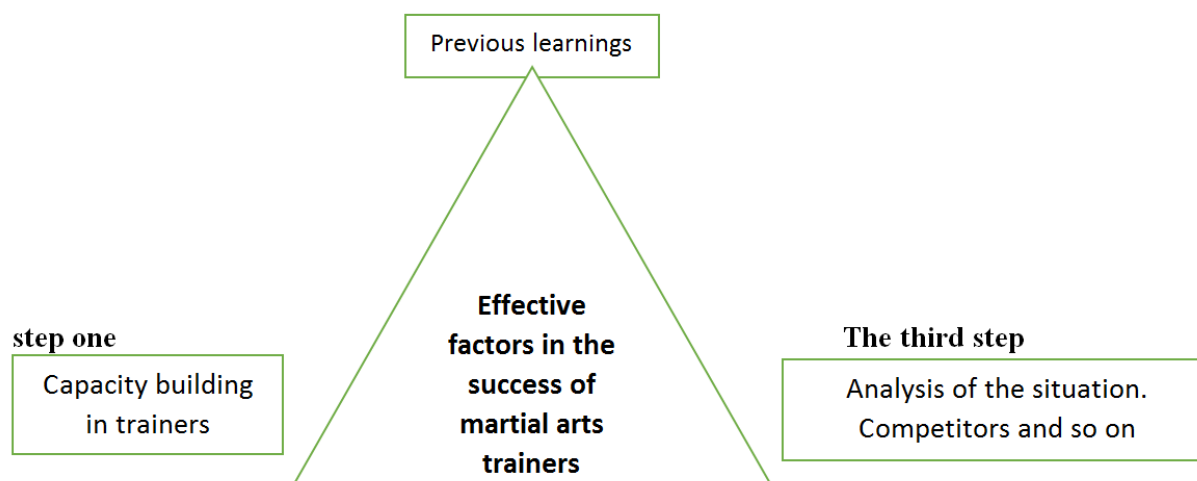


Figure 1: The second step in this study

The heart of success of martial arts trainers (Goderzi 1401)

The steps of conducting content analysis led to the model

- Preparation stage
- Choosing the unit of analysis

- Familiarity with the topic and data
- Open coding
- Coding tables
- Categorizing codes
- Categorization
- Summarizing

- Model, conceptual system, categories, or conceptual map

According to the table of the main stages and the frequency obtained from all the interviews, the ranking of the post and pre-stages of the model was proved based on the final codes of the interview and reaching the frequency percentage.

Application of Dematel

In the face of the ambiguity of human judgment, the verbal variable "impact" has been used along with several other verbal terms, such as very high, high, moderate, low, very low, and no, which are expressed in positive fuzzy numbers. As seen from the properties and results of applying Dematel's technique, this technique can rank and determine the importance of components; it also can identify influencing the behavior of other components or factors (Table 3).

Table 3. Method of answering questions and scoring pattern

very high effect	high effect	low effect	very low effect	No effect
4	3	2	1	0

To reflect the interrelationships between the main criteria, Dematel's technique has been used. At the beginning, 11 experts were asked to use their knowledge to express the effect of the items on each other.

In general, the sample size in multi-criteria decision-making methods is suggested to be between 5 and 30 people (6).

Sampling: Dematel's method requires that information be received and analyzed from

experts and specialists to select a team of experts. Since generalizing the results was not mentioned, a purposeful sampling method was used. The selection criteria of experts are theoretical mastery, practical experience, willingness, and ability to participate in research and access. Considering these criteria, finally, the number of experts with whom the research process was carried out reached 11 people (Table 4).

Table 4. Symbols of research criteria

Criterion	symbol
C1	capacity building in trainers
C2	previous learning
C3	Analysis of the situation. Competitors and so on

The data relating to the average matrix of experts' opinions or direct correlation matrix is entered in the table below (Table 5).

Table 5. Calculation of direct correlation matrix

	C1	C2	C3
C1	0	3.94	3.11
C2	2.85	0	2.91
C3	2.77	2.83	0

When the opinion of several experts is used, the simple arithmetic mean of the opinions is used, and we form a direct correlation matrix.

Calculate α

According to the given formula, the value of α is obtained. Then we multiply the obtained value in all the matrix elements to obtain the N matrix. (This process is called normalization of matrix M).

Normalizing factor

0.141843972

Let the following matrix be the influence matrix of unscaled direct relationships of matrix D (Table 6).

Table 6. Mattresses Effect of Straight Bonds B Matrix Intensity Scale

C3	C2	C1	
0.441134752	0.558865248	0	C1
0.412765957	0	0.404255319	C2
0	0.40141844	0.392907801	C3

The above matrix shows the effect of unscaled direct relationships.

The following matrix is called I-M matrix or I-D matrix (Table 7).

Table 7. M matrix or I - D matrix

C3	C2	C1	
-0.441134752	-0.558865248	1	C1
-0.412765957	0	-0.404255319	C2
0	-0.40141844	-0.392907801	C3

In this step, matrices of direct effects (effects) are prepared, and the normalized direct effects matrix is calculated at the level of approaches according to the relationships and the mean scores obtained in the previous steps.

The following matrix is called the inverse of the I-D matrix or the inverse of the I-M matrix (Table 8).

Table 8. Inverse matrix $(1-M)^{-1}$ or $(1-D)^{-1}$

C3	C2	C1	
2.462331809	2.697378975	3.057899176	C1
2.166483869	3.029921233	2.076090189	C2
2.837135952	2.276087496	2.034853326	C3

The following matrix is called the total relationship matrix, the T matrix, the total direct effects matrix (Tables 9-11).

Table 9. The total direct effects matrix

C3	C2	C1	
2.462331809	2.697378975	2.057899176	C1
2.166483869	2.029921233	2.076090189	C2
1.837135952	2.276087496	2.034853326	C3

Table 10. Indirect matrix

C3	C2	C1	
2.021197057	2.138513726	2.057899176	C1
1.753717911	2.029921233	1.671834869	C2
1.837135952	1.874669057	1.641945525	C3

Calculation of influence indicators and effectiveness of the main criteria

Table 11: Analysis of Dematel indicators

Analysis of Dimetal's indicators				
Di-Ri	Di+Ri	Ri	Di	
1.048767268	13.38645265	6.168842691	7.217609959	C1
-0.73089241	13.27588299	7.003387704	6.27249529	C2
-0.31787485	12.6140284	6.465951629	6.148076774	C3

The result of the Dematel style includes four sizes R, D, R + D, and R - D. The amount of R is the linear sum of the numbers describing the importance of one factor over other factors, which means the size of the variable effect; Based on the scrutiny of Dematel indicators, capacity building in trainers and previous learnings and analysis of the situation. Competitors have influenced each other, which means the degree of influence is variable. In the graph, the sum of the elements of each category (D) is the vertical sum of the numbers and expresses the effect of that scale on the other scales of the model.

Based on this, the criterion of capacity building in trainers is the most effective, and the previous learning is in the next stage. The horizontal vector (D + R) is the intensity of the effect of each variable and the degree of influence of the desired factor in the system. In other words, the higher the D + R-value of a factor, the more interaction that factor has with other system factors. Based on this, trainers'

criterion of capacity building has the most interaction with other criteria studied. The vector of the horizontal axis of R + D shows the importance of the variable, which is known as their influence; The vertical vector D-R shows the variable's effectiveness and each factor's influence. In general, if D - R is positive, the variable is considered a causal variable, and if it is negative, it is considered an effect. According to the findings, the group of causal factors includes capacity building in trainers, and the group of disabling factors, according to the findings, includes previous learning and analysis of the situation (Table 12).

The R-D column axis vector groups the factors into two causal and effect categories so that the factors that have a positive value are assigned to the causal factors category and the factors that have a negative value are assigned to the effect factors category; Therefore, if this amount is zero for a factor, it can be called both causal and effectual [6-8].

Threshold limit to obtain the average of the total matrix.

2.1820202

Table 12. The matrix based on the threshold limit

C3	C2	C1	
1	1	0	C1
0	0	0	C2
0	1	0	C3

According Table 12, it can be determined which of the factors has a significant effect on which of the other factors has it. The threshold value can be determined based on experts' opinions, the studied organization, or the research literature. Based on the limit, we

define the significance threshold only for those relationships that are significant and their value is greater than the threshold value. According to the relationship pattern, a causal diagram can be drawn based on Table 12 (Figure 2).

Graphical diagram drawn

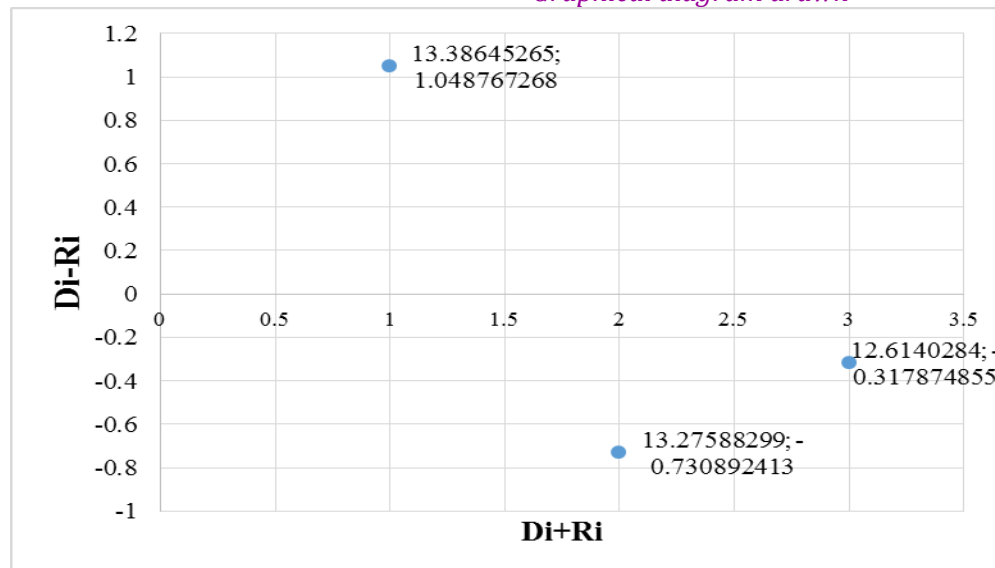


Figure 2: Cartesian coordinate diagram of Dematel technique

The results are graphical in the chart

According to figure number 2, capacity building in trainers is above the horizontal line. The indicators above the horizontal line are classified under causal, driving, or influencing indicators, as well as those below the horizontal line. The intensity of their net effect is negative and is grouped under the title of dependent indicators. The previous learnings and the analysis of the situation are used. Competitors

are located at the bottom of the horizontal line, and their degree of influence is higher [9-11].

Based on the results, it was found that the most effective component is the capacity-building index [12].

Conclusion

This research was done to achieve the factors of the progress of martial arts teachers and

trainers. To achieve the research goal, the Dematel technique was used. The results obtained from Dematel's technique revealed that among the three items, including capacity building in trainers, previous learning, and analysis of the situation. Competitors capacity building in trainers is the most effective criterion, and the most influential criterion is previous learning and analysis of the situation.

Hardman *et al.*, 2010. They believe that coaches should provide moral training, help and encourage athletes to achieve their full potential, play a supportive role, and help build and strengthen their self-confidence. Also, Nazari, 2016, states in his research that trainers should have learned special training for trainees in different categories. For example, some Taekwondo teachers are trainers who can perform tasks only up to the provincial, national or international levels, and some are effective for a specific age group. This means that in improving the technical level of trainers, attention should be paid to their audience; in other words, this work should be done professionally. Moen and Federici, 2013. They believe that coaches should be able to organize, implement and evaluate short-term and long-term strategies, lead training sessions and support athletes during training and competition, and manage and coordinate human resources. Having the ability to help athletes in developing and designing a distinctive training program, help athletes to develop new skills, establish effective communication with athletes, use and design assessment tests to monitor progress and the training process, and predict sports performance for a coach. The team is needed. The most important feature of this model is to achieve the goals of martial arts coaches by creating a systematic system for discussing success in competitions. This model is a suitable and local framework for studies in this field and can be used as an introduction to the success of martial arts in the Islamic Republic of Iran. Iran should be placed in action-based competitions. The steps of these levels include these items. Capacity building in trainers, previous learning, and situation analysis.

The first step of capacity building in trainers has a special place in the model of critical success factors in combat sports. It includes trainers using the highest technical indicators in training, structuring trainers at the country level, creating conditions for trainers to participate in classes Internationally, observational assessment of students by the coach, attention to basic and primary coaches in martial arts, increasing the coach's knowledge and skills, use of bodybuilding coaches, paternal and sincere behavior of coaches and head coaches of martial sports with students, measuring the coach's ability to perform analysis. The most important feature of this step is to achieve the goals of combat sports by creating a systematic system in the discussion of coaching athletes. The reasons for the applicability of the results of this research can be seen as, firstly, the model of success in combat sports is a subject that many factors are influential in its successful implementation, and secondly, to increase the effectiveness and achieve success in this model, there is a need To identify and allocate optimal resources in these areas. Finally, the suggestions were identified and categorized based on these factors.

Suggestions

- Each of the critical model items can be explored separately, and the effect it has on achieving the advancement factors of martial arts teachers and trainers can be measured with different criteria.
- Decision makers can plan and extract strategy by identifying the influential factors in achieving the progress factors of martial arts professors and trainers.
- The coach has particular importance in the world of sports, so for each of the obtained factors, a goal should be set, and a plan should be made to achieve it.

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