

MANAGING DOUBTS AND FEARS IN CHALLENGING SITUATIONS: a study of sports psychology in combat sports

MANEJO DAS DÚVIDAS E DOS MEDOS EM SITUAÇÕES DESAFIADORAS: estudo da psicologia do esporte em esportes de combate

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Abstract

This article analyzes how adolescent judo athletes manage doubts and fears during challenging situations, investigating how these affective experiences emerge, are expressed, and are regulated in competitive contexts. This qualitative, participant-based research was conducted during the 2024 São Paulo State Judo Championship and included 186 athletes aged 16 to 18. Data were collected through a field diary produced during continuous interaction with the athletes in training sessions, concentration periods, and pre- and post-match moments. Findings reveal that doubts and fears are central elements in athletes' experiences, influencing perceived competence, performance, and decision-making. Strategies such as communication with coaches, social modeling, emotional self-regulation, and cognitive reframing proved fundamental for adequate emotional management. Although fear can impair performance, it may also function as an organizing factor when regulated effectively. The study contributes to expanding the understanding of psychological processes in combat sports, particularly for adolescents transitioning into competitive adulthood. Future research directions are suggested, emphasizing the role of competitive environment, leadership style, and social pressures in athlete development.

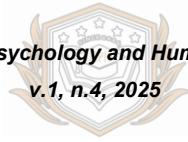
Keywords: Sport Psychology; Judo; Fear; Doubt; Emotions; Adolescents.

Resumo

O presente artigo analisa o manejo das dúvidas e dos medos em situações desafiadoras vividas por atletas adolescentes de judô, investigando como esses afetos são experienciados, expressos e regulados no contexto competitivo. A pesquisa, de abordagem qualitativa e caráter participante, foi desenvolvida durante o Campeonato Paulista de Judô de 2024, envolvendo 186 atletas, com idades entre 16 e 18 anos. Os dados foram coletados por meio de um diário de campo produzido ao longo da convivência direta com os atletas em treinos, períodos de concentração e momentos pré e pós-luta. Os resultados apontam que dúvidas e medos emergem como elementos centrais na experiência esportiva, influenciando percepção de competência, desempenho e tomadas de decisão. Observou-se que estratégias como

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diálogo com treinadores, modelagem social, autorregulação emocional e reinterpretação cognitiva são fundamentais para o manejo adequado dessas emoções. A análise indica que, embora o medo possa comprometer o rendimento, ele também pode funcionar como elemento organizador da ação quando adequadamente manejado. O estudo contribui para ampliar a compreensão dos processos psicológicos envolvidos nos esportes de combate, especialmente no período de transição da adolescência para a vida adulta competitiva. Ao final, apresentam-se novas indagações para pesquisas futuras, destacando a necessidade de compreender os impactos do ambiente competitivo, dos estilos de liderança e das pressões de socialização esportiva.

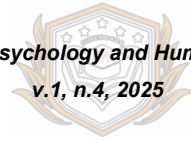
Palavras-chave: Psicologia do Esporte; Judô; Medo; Dúvidas; Emoções; Adolescentes.

1 INTRODUCTION

Emotions play a central role in athletic performance, especially in combat sports, where direct confrontation intensifies perceptions of threat, exposure, and vulnerability. Among these emotions, fear and doubt occupy a prominent position, as they emerge both during preparation and at critical moments of decision-making and execution (Weinberg; Gould, 2019). In judo, a sport characterized by direct physical contact, high technical demands, and rapid decision-making, these emotional processes become even more significant, exerting a direct influence on performance.

Adolescence, in turn, intensifies these processes. Between the ages of 16 and 18, athletes experience a period of identity transition, cognitive reorganization, and a search for social recognition (Papalia; Feldman, 2015). Therefore, understanding emotional regulation in this group is essential for the development of psychological interventions that are effective and aligned with both age-related and sport-specific demands.

This study investigated 186 adolescent judo athletes during the 2024 São Paulo State Championship, examining the management of doubt and fear in challenging situations through participant observation and field diary records. The aim was to understand how these emotions manifest, which factors intensify or regulate them, and how they influence competitive behavior.



2 OBJECTIVES

2.1 General Objective

To analyze how adolescent judo athletes manage doubt and fear in challenging situations during the 2024 São Paulo State Championship.

2.2 Specific Objectives

To identify the emotional and cognitive strategies used by athletes, as well as the social and contextual factors that influence the experience and regulation of these emotions.

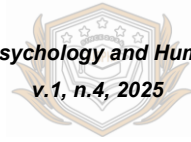
3 JUSTIFICATION

The relevance of this study is grounded in the need to understand emotional phenomena in high-intensity sports practices, particularly in judo, whose competitive environment involves perceived risk, demands for self-control, and the need for rapid decision-making. The literature indicates that fear and doubt can significantly interfere with athletic performance (Hanin, 2007; Jones, 2010); however, there is still a scarcity of Brazilian studies focused exclusively on adolescent athletes in combat sports.

Furthermore, the use of participant observation and field diaries makes it possible to capture nuances and subjective meanings that would hardly emerge in formal interviews. Considering the growing importance of Sport Psychology in Brazil (Brandão; Peixoto, 2020), understanding how young athletes cope with intense emotions becomes essential to support the practices of coaches, psychologists, and multidisciplinary teams.

4 LITERATURE REVIEW

The following section presents a comprehensive literature review grounded in national and international authors.



4.1 Sport Psychology: General Foundations

Sport Psychology investigates emotional, cognitive, and behavioral factors that influence performance. Weinberg and Gould (2019) emphasize that emotions such as fear, anxiety, and doubt have a direct impact on performance and may either facilitate or impair it, depending on how they are interpreted.

In Brazil, Rubio (2003), Samulski (2009), and Machado (2010) stress that athletes require psychological support to organize their emotional responses to competitive demands. Professional practice in this field therefore requires an understanding of processes such as self-regulation, motivation, and emotional control.

4.2 Fear as a Sport-Related Emotion

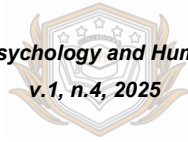
Fear is described by Lazarus (1991) as an emotion related to the appraisal of real or perceived threat. In combat sports, this threat may be physical (risk of injury), social (public failure), or symbolic (loss of athletic identity).

Hanin (2007) argues that emotions can produce optimal or debilitating states depending on their intensity and interpretation. In judo, the physical proximity of the opponent and the unpredictability of bouts intensify fear responses.

Authors such as Vieira and Reis (2020) observe that young athletes tend to show greater sensitivity to fear of negative evaluation, especially in large-scale competitions. Brazilian research has reinforced this understanding by highlighting that fear does not manifest solely as an immediate physiological response, but also as a social and cultural construction that permeates athlete development.

Machado (2006), when investigating emotions in the sport context, identifies fear as being closely linked to the gaze of others and the internalization of external expectations. This fear becomes particularly pronounced when the athlete perceives themselves as being evaluated by authority figures, peers, and spectators. In judo, this process occurs both in the dojo and in competitions, creating an environment in which athletes must constantly reconcile the physical risk inherent to the sport with the symbolic risk of fulfilling the “warrior” role frequently reinforced by combat sport culture.

Furthermore, Marcos A. Balbinotti (2012; 2018) highlights that fear has important motivational components, as it functions as a signal of situations that require greater mobilization of cognitive and emotional resources. According to the author,



emotions such as fear and anxiety should be understood within a self-regulatory dynamic in which the athlete gradually learns to establish a balance between tension and control - a process that is highly dependent on psychological maturation.

In adolescent athletes, this balance is even more fragile, since the development of executive functions and athletic identity is still in the process of consolidation, making them more susceptible to emotional fluctuations. Machado and Balbinotti converge in pointing out that fear in sport is strongly shaped by perceptions of competence and by internalized performance narratives.

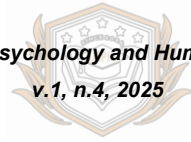
In other words, when athletes believe they lack sufficient resources to cope with a given situation, fear intensifies and tends to assume a paralyzing character. In combat sports, this dynamic becomes even more evident due to the need for rapid responses and close physical confrontation, in which minimal hesitation can determine the outcome of a match. Thus, managing fear becomes an integral part of the judoka's fundamental psychological skills, just as essential as technical and tactical mastery.

According to Balbinotti, the process of familiarization with the competitive environment - including noise, emotional climate, presence of spectators, and unpredictability of bouts - is decisive for transforming fear into functional energy. This process, however, depends on successive experiences of confrontation, through which athletes build more flexible emotional repertoires and strategies to adapt to competitive demands.

Machado (2010) adds that the development of these strategies is linked to the athlete's history of experiences, relationships with coaches and peers, and the subjective interpretation of their sporting trajectory. Fear thus ceases to be merely an involuntary emotion and becomes part of a broader system of meaning and psychological self-regulation, which can enhance performance when properly understood and trained.

4.3 Doubt and Insecurity in the Sport Context

Doubt and insecurity arise in athletes when there is inconsistency between self-efficacy and competitive demands. Bandura (1997) defines self-efficacy as the belief in one's own capacity to perform a task. When this belief is undermined, negative emotions tend to emerge. In judo, factors such as changes in weight category, facing



unfamiliar opponents, and external expectations have a strong impact on psychological security, particularly among adolescents (Franchini *et al.*, 2018).

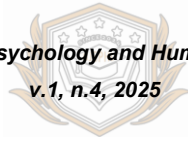
Portuguese literature has made significant contributions to the understanding of these processes. António Rui Gomes (2014), when investigating perceptions of competence and psychological demands in individual sports, emphasizes that doubt and insecurity emerge when young athletes experience discrepancies between what they believe they are capable of doing and what the competitive context demands of them.

According to the author, this discrepancy tends to be particularly evident in pre-competitive phases, when athletes mentally anticipate adverse scenarios and construct images of possible failure, generating a cycle of negative self-reference that can reduce confidence and compromise decision-making. Maria João Gouveia (2017) complements this perspective by stating that sport-related insecurity is an intersubjectively constructed phenomenon - that is, one that develops within the relationships among athletes, coaches, peers, and the competitive environment.

For the author, insecurity is not merely an isolated emotional state, but rather a psychological experience fueled by discourses, goals, and expectations communicated in everyday sport settings. In combat sports such as judo, this intersubjective construction becomes particularly salient, as close physical confrontation exposes athletes to constant comparison, given that assessing an opponent's strengths and weaknesses is inherent to the sport.

Gomes (2011) further emphasizes that young athletes show greater vulnerability to fluctuations in self-efficacy because their competence beliefs are still under construction. Minor failures, negative comments, or technical difficulties may trigger amplified doubts, leading athletes to interpret setbacks as evidence of personal incapacity. Conversely, mastery experiences - such as victories, successful training sessions, or positive feedback - have a significant impact on rebuilding confidence, highlighting the extent to which the training environment serves as a decisive space for emotional stabilization.

For Gouveia and Marques (2019), managing doubt and insecurity requires integrated strategies of emotional and cognitive support, such as positive instructional feedback, social modeling, and the promotion of realistic and achievable goals. The authors emphasize that, in the case of adolescents, these strategies must take



developmental factors into account, such as sensitivity to external evaluation and the need for group belonging.

In judo, structured training that combines gradual challenges with opportunities for success appears to foster a stronger sense of competence, allowing athletes to reframe their doubts and use insecurity as a learning element rather than as a barrier to performance.

4.4 Emotional Regulation Strategies in Sport

Gross (2015) proposes that emotional regulation involves processes of cognitive reappraisal, attentional deployment, and modification of emotional responses. In sport, techniques such as breathing control, attentional focus, and self-talk are widely used.

Rubio (2003) and Brandão and Carchan (2017) demonstrate that structured psychological interventions help athletes transform debilitating emotions into motivating ones. Gross's (2015) perspective on emotional regulation emphasizes that athletes do not merely experience emotions, but continuously develop mechanisms to reinterpret, modulate, and integrate them into performance. Cognitive reappraisal, in this sense, refers to the ability to assign new meanings to potentially negative events, transforming them into manageable challenges rather than threats.

Within the sport environment, this process is essential, as the subjective appraisal of pressure or failure can be softened through self-reflective processes that reposition emotional experience. Moreover, attentional deployment - another key component highlighted by Gross - allows athletes to reduce internal interference, such as negative automatic thoughts, by directing focus toward task-relevant stimuli. Emotional regulation is therefore understood as a central element of performance, directly influencing how athletes perceive the competitive environment, process information, and make decisions under pressure.

The techniques frequently used in this field, such as controlled breathing, regulated attentional focus, and self-talk, function as practical strategies to operationalize the principles proposed by Gross (2015). Breathing techniques act as immediate physiological tools to reduce excessive arousal, while attentional focus redirects awareness toward relevant tactical and motor elements, minimizing emotional distractions.

Self-talk - widely addressed in psychological training programs - is employed to replace patterns of self-criticism with messages of self-control, self-confidence, and behavioral guidance. When these techniques are incorporated into daily training routines, they become part of a regulatory repertoire that helps athletes sustain optimal levels of emotional activation, which are essential for rapid and accurate decision-making.

Rubio (2003) and Brandão and Carchan (2017) reinforce that structured psychological interventions have the potential to transform negative emotions - such as shame, fear, or frustration - into motivating and functionally adaptive elements. Such interventions include the development of competencies such as emotional awareness, mental action planning, control of self-verbalization, and the construction of more balanced internal narratives.

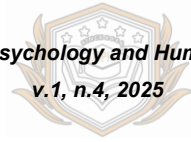
The authors demonstrate that when athletes understand their own emotional dynamics, they begin to perceive affective states not as obstacles, but as useful indicators for behavioral adjustment. Thus, emotions that previously impaired performance can be reframed as fuel for more assertive decision-making, increasing resilience and strengthening self-efficacy. In this way, emotional regulation ceases to be merely an emergency resource and becomes a strategic component of psychological development in sport.

4.5 Combat Sports and Psychological Specificities

Combat sports require physical contact, decisional timing, and anticipation. Franchini (2014) points out that judo combines technical and cognitive complexity with unique emotional demands. The unpredictability of combat implies constant regulation of fear, controlled aggressiveness, and strategic focus.

In combat sports, as highlighted by Franchini (2014), decision-making occurs within extremely reduced temporal windows, in which milliseconds can determine victory or defeat. The technical-tactical complexity of judo, for example, demands that athletes integrate perception, action, and emotion simultaneously.

Although mastery of offensive and defensive techniques is indispensable, the ability to regulate emotions such as fear, competitive anxiety, and aggressive impulses is equally decisive. In contexts of extreme unpredictability, any emotional fluctuation alters decisional timing, compromising the reading of the opponent's actions and the



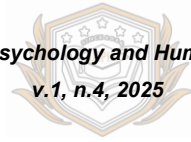
execution of efficient movements. Thus, combat requires not only physical and cognitive skill, but also a highly trained emotional structure capable of coping with intense pressure.

From the emotional regulation perspective proposed by Gross (2015), combat sports represent a privileged context for observing how strategies of cognitive reappraisal and attentional deployment are applied dynamically. Athletes must reinterpret threat signals - such as an opponent's aggressive approach - not as imminent danger, but as strategic opportunity. Breathing techniques and attentional focus are fundamental in these moments, allowing practitioners to regain physiological and cognitive control in psychologically invasive situations.

Moreover, self-talk - a tool widely used in psychological training acts to neutralize negative automatic thoughts, especially after suffering an attack or committing a technical error. Emotional regulation thus functions as a decisive performance modulator, adjusting how athletes perceive and respond to the contingencies of combat.

Rubio (2003) and Brandão and Carchan (2017) emphasize that structured psychological interventions are essential for the development of combat sport athletes, as these modalities involve intense and often ambivalent emotions. Fear, when unregulated, may lead to withdrawal or paralysis in the face of an opponent; when well-managed, it can be transformed into strategic vigilance and heightened perceptual sensitivity. Likewise, controlled aggressiveness must be refined to avoid impulsive behaviors that compromise tactical performance.

The literature demonstrates that athletes who participate in systematic psychological training programs exhibit greater emotional stability, improved recovery after errors, and more accurate decision-making in critical situations. Therefore, the combination of physical, technical, and emotional preparation constitutes the fundamental triad for excellence in combat sports.



5 METHODOLOGICAL PROCEDURES

5.1 Type of research

Qualitative research with a participant-oriented approach, allowing prolonged interaction with the studied group (Denzin; Lincoln, 2018). The researchers integrated themselves into the athletes' daily routines.

5.2 Participants

A total of 186 adolescents, aged 16–18 years, judo athletes participating in the 2024 São Paulo State Championship, in accordance with established ethical criteria. Inclusion criteria were participation in the competition and informed consent.

5.3 Instrument

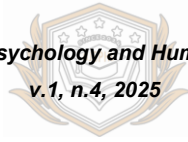
A field diary produced during training sessions, periods of social interaction, and moments before and after bouts. Continuous notes focused on verbal, bodily, and emotional expressions.

5.4 Data collection procedures

Data collection took place over three weeks, accompanying training sessions, weigh-ins, warm-ups, and competitions. Daily records followed participant observation techniques.

5.5 Data analysis procedures

Content analysis was employed (Bardin, 2016), organizing emerging categories: fear of the opponent, fear of disappointing others, fear of injury, doubts about competence, and regulation strategies.



6 DATA PRESENTATION

Category 1 – Fear of defeat and social evaluation

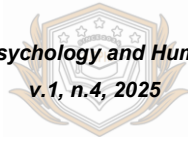
The reports showed that the most recurrent fear among young athletes was not limited to defeat itself, but rather to the social meaning attributed to it. Expressions such as “being embarrassed”, “being seen as weak”, or “disappointing those who are watching” reveal that competition is experienced as a space of intense public visibility. The gaze of the crowd, peers, coaches, and even family members appears as a central element in amplifying anticipatory anxiety.

This fear of social evaluation is not restricted to the final outcome of the bout, but involves constant concern with technical errors, body posture, emotional reactions, and even comparisons with more experienced opponents. This pattern reinforces the literature that identifies shame as a fundamental social emotion in the sporting context, especially among adolescents, who attach great importance to belonging and peer recognition. Thus, defeat assumes not only a sporting character but also a symbolic one, capable of affecting self-confidence and the emerging sporting identity of these judokas.

Category 2 – Physical fear and fear of injury

In this category, consistent reports emerged of concern about hard falls, sprains, and bodily impacts, especially among athletes who had witnessed recent injuries in teammates or experienced episodes of persistent pain themselves. Physical fear begins to function as a trigger for avoidance behaviors, hesitation in higher-risk movements, and withdrawal during bouts. This type of fear is not irrational; it is part of the dynamics of combat sports, in which the body is constantly exposed to collisions, imbalance, and physical manipulation by the opponent.

However, when fear of injury exceeds an adaptive level, it directly interferes with decision-making, reducing strike precision, attack timing, and confidence in one's own bodily control. The association between prior injury experience - either personal or observed in others - and motor insecurity emerged as a particularly strong element, demonstrating how traumatic events shape risk perception and the tactical behavior of young judokas.



Category 3 – Doubts about competence

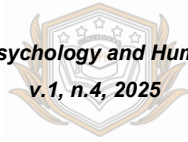
The recurrent verbalization of phrases such as “I’m not ready”, “he is stronger than me”, or “I don’t know if I can handle it” reveals a pattern of fragile self-evaluation, typical of athletes in a developmental phase. These expressions are not mere signs of humility, but indicators of low self-efficacy, feelings of inadequacy, and unfavorable comparisons with opponents. In many cases, such thoughts emerged not only before bouts but also during training sessions, suggesting that insecurity is a structuring element of these adolescents’ sporting experience.

This doubt about one’s own competence tends to make decision-making slower and more defensive, as the athlete begins to question their ability to execute techniques, withstand physical demands, or overcome strategic challenges during combat. Moreover, the internalization of limiting beliefs can compromise emotional readiness and the willingness to take calculated risks, which are fundamental for more assertive and creative performance in judo.

Category 4 – Observed emotional regulation

In the domain of emotional regulation, both individual and collective strategies were observed. Coaches played a decisive role by using encouraging verbal interventions, tactical adjustments that reduced situational anxiety, and classic strategies such as diaphragmatic breathing, task-focused attention, and cognitive simplification instructions (“do the basics first”, “breathe and observe”). In addition, social modeling - observing more experienced peers controlling emotions in adverse situations - proved to be an important resource for younger athletes.

At the same time, evidence emerged of strong collective support among the judokas themselves, who developed spontaneous practices of mutual support, such as pre-competition conversations, validation of fears, sharing experiences, and emotional encouragement after mistakes. This supportive climate acts as a buffer against negative emotions and enhances confidence, reinforcing the importance of the group as a protective emotional factor and a facilitator of safer and faster decision-making during competition.



7 DISCUSSION

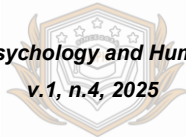
The data analyzed indicate that fear, far from constituting an exclusively debilitating emotion, presents multiple adaptive functions within the sporting context. Although many athletes reported apprehension associated with social evaluation and the risk of making mistakes, it was observed that part of this fear also operated as an alert mechanism, intensifying perceptual vigilance and favoring attentional focus moments before the bout.

This dynamic is consistent with the contributions of Hanin (2007) and Jones (2010), who understand fear as a regulatory emotion capable of mobilizing psychological energy and guiding strategic behaviors when properly managed. The reports showed that, in certain cases, athletes converted competitive anxiety into concentrated attention, reinforcing the idea that fear should not be fought, but rather understood and channeled.

Additionally, the strong influence of social evaluation among adolescents confirms the assumptions of Papalia and Feldman (2015), who emphasize the vulnerability of the youth population to external opinion and peer judgment. The judokas' concern about the possibility of "being embarrassed", "being seen as weak", or disappointing coaches reflects a stage of life marked by identity construction and the search for belonging.

This direct relationship between social fear and self-perception is deeply aligned with Bandura's (1997) self-efficacy model, according to which personal beliefs about competence determine how individuals interpret challenges, deal with failures, and persist in complex tasks. The doubts observed during training - "I'm not ready", "I don't know if I can handle it", "he is stronger than me" - reveal a fragile internal dialogue, characteristic of low self-efficacy, and help explain why decision-making appeared more hesitant and defensive among some athletes.

Findings on emotional regulation revealed significant convergence between the strategies adopted by coaches and the classic recommendations of Sport Psychology. Techniques such as verbal encouragement, controlled breathing, task-focused attention, and cognitive reinterpretation directly coincide with interventions proposed by Rubio (2003) and Samulski (2009). Moreover, the presence of mutual support groups among athletes strengthens the role of social support as a crucial mediator for emotional management, as advocated by contemporary authors in the field.



This social dimension of emotional regulation reinforces the idea that competitive emotions are not merely intraindividual phenomena, but processes distributed across people, environments, and relationships, as argued by systemic and ecological models of Sport Psychology. Another relevant point concerns the fact that physical fear, although present, was significantly less verbalized than social fear.

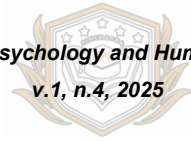
This result corroborates conclusions from previous research in combat sports (Franchini, 2018; Vieira; Reis, 2020), which indicate that young athletes tend to normalize the bodily risk inherent to the modality, but show greater sensitivity to the possibility of public failure. The asymmetrical between physical fear and social fear suggests that pain and bodily impact are perceived as technical and natural challenges of judo, whereas external disapproval is experienced as a direct threat to self-esteem and status within the group. This distinction helps explain why decision-making under pressure was more strongly linked to social judgments than to assessments of physical risk.

Finally, by integrating the collected data with the reviewed literature, it becomes evident that emotions such as fear, shame, and doubt should not be treated as obstacles, but as structuring dimensions of the sporting experience. They are articulated with cognitive processes, social relationships, and identities in formation, directly influencing performance quality. Understanding this complexity opens the way for more sensitive and contextualized psychological interventions, capable of transforming vulnerability-inducing emotions into resources for adaptation, control, and sporting growth.

8 CONCLUSION

The analyzed results indicate that the constant presence of doubts and fears is not merely a collateral phenomenon, but a constitutive part of the emotional development trajectory of young athletes. These emotions play an ambivalent role: they can function as psychological barriers that block initiative and creativity, but also as drivers of technical improvement and the search for internal security.

It is observed that, when not understood or addressed, such emotions can distort athletes' self-perception, leading to exaggerated negative evaluations of their own abilities. On the other hand, when recognized and properly managed, they



become fundamental elements in the construction of sporting maturity and in the internalization of self-regulation strategies that endure throughout the career.

The study also shows that the process of emotional management depends strongly on the social environment surrounding adolescent judokas. Coaches, training peers, and even family members act as important mediators in how athletes interpret their emotions and attribute meaning to competitive situations.

The presence of a supportive climate, characterized by constructive guidance, clear communication, and encouragement of emotional expression, favors the reduction of fear of making mistakes and increases confidence in decision-making. In contrast, excessively critical environments or those focused exclusively on results tend to intensify shame, self-criticism, and insecurity, directly impairing performance and emotional stability. Thus, the relational context constitutes a fundamental part of the psychological ecosystem of performance.

Finally, the research confirms that fear management - understood as the development of skills and strategies to deal with competitive fear - is as decisive for performance as technical and physical training. Judo, as a sport of direct confrontation, places its practitioners in situations that trigger real and symbolic fear - fear of failing, of disappointing, of getting injured, of being negatively evaluated.

The ability to recognize these emotions, reinterpret them, and convert them into focus and self-control differentiates athletes who evolve from those who stagnate. Thus, it becomes evident that psychological training programs should be systematically incorporated into developmental routines, ensuring that emotional development keeps pace with technical development. Investing in emotional regulation strategies means investing in decision-making, resilience, and the sporting longevity of these young athletes.

9 PROPOSALS FOR FUTURE INQUIRIES

- How do different leadership styles influence emotional management in adolescent athletes?
- Does gender (male/female) alter the manifestation of fear and doubt in judo?
- What long-term effects can inadequate fear management have on sport retention?

- How can continuous psychological interventions be integrated into youth teams?

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