

The Coach's Role in Understanding the Athletes' Condition: Maximizing Communication Functions El papel del entrenador en la comprensión de la condición de los deportistas: maximizar las funciones de comunicación

*Eko Purnomo, *Siti Aisyah, **Hartono Hadjarati, ***Adek Cera Kurnia Azis, **I Kadek Suardika, *Nina Jermaina, **Nurkhoirah, ****Agus Gumilar

*Universitas Negeri Padang (Indonesia), **Universitas Negeri Gorontalo (Indonesia), ***Universitas Negeri Medan (Indonesia), ****Universitas Pendidikan Indonesia (Indonesia)

Abstract. The coach relationship is one of the keys to success for an athlete. This relationship will be good if each person has the communication skills to accept and understand each other. This research aims to explore the role of a coach in understanding an athlete's condition in order to maximize the role of communication in that relationship. To conduct this research on the coach's role in understanding athletes' condition and maximizing communication functions, a selective study approach will be employed. The research sample was 173 (124 men, 49 women) from various sports (accuracy; martial arts; games; measurable) who participated in this research. The average age of participants was 20.07. The research results obtained were then analyzed using simple linear regression. This research uses the Coach Confirmation Instrument (CFI) with a value of $\alpha = 0.95$. The calculation results of the three data (gender, sports involvement and type of sport) obtained a value of > 0.05 , which means there is no significant relationship between gender, sports involvement and type of sport on coach confirmation. This means that gender has no impact on coach confirmation. Likewise with sports involvement and type of sport on coach confirmation. The conclusion of this research is that the coach's communication skills play an important role in understanding the athlete's condition, regardless of gender (male; female), sports involvement (individual; team), type of sport (accuracy; martial arts; games; measurable).

Keywords: The role of the coach, relationship between coach and athlete, type of sport, gender, communication function.

Resumen. La relación con el entrenador es una de las claves del éxito de un deportista. Esta relación será buena si cada persona tiene las habilidades comunicativas para aceptarse y entenderse. Esta investigación tiene como objetivo explorar el papel de un entrenador en la comprensión de la condición de un atleta para maximizar el papel de la comunicación en esa relación. Para llevar a cabo esta investigación sobre el papel del entrenador en la comprensión de la condición de los atletas y la maximización de las funciones de comunicación, se empleará un enfoque de estudio selectivo. La muestra de la investigación fue de 173 (124 hombres, 49 mujeres) de diversos deportes (precisión; artes marciales; juegos; medibles) que participaron en esta investigación. La edad media de los participantes fue 20,07 años. Luego, los resultados de la investigación obtenidos se analizaron mediante regresión lineal simple. Esta investigación utiliza el Instrumento de Confirmación del Entrenador (CFI) con un valor de $\alpha = 0,95$. Los resultados del cálculo de los tres datos (género, participación deportiva y tipo de deporte) obtuvieron un valor $> 0,05$, lo que significa que no existe relación significativa entre género, participación deportiva y tipo de deporte en la confirmación del entrenador. Esto significa que el género no tiene ningún impacto en la confirmación del entrenador. Lo mismo ocurre con la participación deportiva y el tipo de deporte en la confirmación del entrenador. La conclusión de esta investigación es que las habilidades comunicativas del entrenador juegan un papel importante en la comprensión de la condición del deportista, independientemente del género (masculino; femenino), participación deportiva (individual; de equipo), tipo de deporte (precisión; artes marciales; juegos; medible).

Palabras clave: El papel del entrenador, relación entre entrenador y deportista, tipo de deporte, género, función comunicativa.

Fecha recepción: 03-04-24. Fecha de aceptación: 06-04-24

Eko Purnomo

ekopurnomo@fik.unp.ac.id

Introduction

Sports coaching is described as an environment that helps athletes achieve personal progress, especially achievement (Laurie Grealish 2000). Coaching is described as a professional practice, where in the coaching process the role of the coach determines the athlete's success both in terms of the athlete's quality and skills (Gould, Dieffenbach, and Moffett 2002; Jacox 2016). As an athlete's competitiveness and sporting success increases, the time the athlete spends with the coach will also increase (Gullu et al. 2020), the meaning of this statement means that coaches have an important influence on athletes, coaches can even intervene in athletes' eating and sleeping habits, so that a good coach not only guides their physical condition but can also act as a dietitian, counsellor and health expert. Because a coach has a significant impact on an athlete's psychological and physical

development, the interaction between coaches and players has been studied in great detail (Purnomo et al. 2021).

Positive relationship between a coach and an athlete exists when there is mutual complementarity (i.e., cooperative behavior that is interpersonally friendly, easy-going, and responsive), commitment (i.e., thoughts and intentions aimed at maintaining the relationship over time), and closeness (i.e., feelings of trust, respect, and appreciation) between the coach and the athlete (Short and Short 2005; Wekesser et al. 2021). A coach's primary responsibility is to enable their athletes to achieve maximum levels of performance. Therefore, coaches need to motivate athletes and create the right conditions for training (Akbar, Abd Karim, et al. 2024; Bissett, Kroshus, and Hebard 2020; Marheni et al. 2024). Coaches who understand their athletes have many skills regarding the potential their athletes have, for example, coaches need to be good communicators and have

knowledge about the training process, training methods, training principles and assessment procedures related to the sport the athlete is involved in (Haryanto et al. 2024).

Coach instruction becomes the dominant coaching style during practice, which involves coaches communicating to control their athletes towards certain standards (Purnomo et al. 2021), coach-athlete conversations outside of practice must also be built on other intentions to achieve a relationship built on mutuality. And many problems arise between coaches and athletes due to dishonest communication regarding things that have happened or are being felt (Maurice et al. 2021), this also includes communication about eating patterns (Voelker et al. 2022). As a result, the fundamental components of the communication process comprise a minimum of four viewpoints, including the capacity to listen intently to athletes and ask open-ended questions; moreover, the significance of the coach's instructional conduct is crucial in the context of sports coaching (Bruce 2013; Isoard-Gauthier et al. 2016; Jowett et al. 2017; Moen and Kvalsund 2012). A coach's understanding of athletes does not necessarily arise due to the experience that the coach has. A superior coach generally also undergoes coaching training sessions in an effort to increase knowledge about athlete development. Programs for coach education enhance coaches' perspectives on their relationships with athletes (Haugan et al. 2021). Coach education programs are one of the keys to creating competent coaches, as is the case with implementation in developed countries, improving sports science to the selection and training of talented sports coaches who have been successful in international competitions, this has become one of the scientific foundations for successful training throughout the world (Bicici, Savas, and Vatan 2009). The coach education program prioritizes the ability to lead and develop coaches, where in this process communication skills become the main foundation in maximizing athlete performance.

When it comes to dealing with a psychological crisis or during a performance, athletes view communication with coaches as equally crucial. The ability of a coach to communicate may affect an athlete's self-awareness, self-confidence, anxiety, self-autonomy, and motivation in a good or bad way (Cranmer and Brann 2015; Jermaina et al. 2022; Kim and Park 2020; Miller, Franken, and Kiefer 2007; Roşca 2010). Additionally, compared to the sub-dimensions of team sports, a study finds that the coach-athlete connection in individual sports includes favorable sub-dimensions of intimacy, dedication, and praise (Gullu et al. 2020). The closeness of coaches and athletes in individual sports is considered closer than in team sports. In individual sports, it is easier for coaches to evaluate athletes' strengths and weaknesses, especially those related to mental problems and training and competition performance (Purnomo et al. 2024). The coach-athlete connection is the main instrument used by coaches to teach young athletes life skills, whereas transformational leadership behavior is theoretically linked to beneficial developmental outcomes in the setting of youth sports (McGee 2016; Moen 2014; SA, CM, and CA 2022;

Vella, Oades, and Crowe 2013). The success of a sports team is always related to the athlete's mastery and perception of the coach, especially in youth sports (Dimiyati et al. 2023).

Success of athletes in competitions is attributed to the coach's training methods, wherein the coach takes the lead in enhancing the athlete's skill and mindset. Football players' pleasure has a strong predictive influence on the coach-athlete connection, according to research findings, and players' trust in their coach acts as a mediator in the relationship. These findings offer a fresh viewpoint on the connection between athlete happiness, coach-coach trust, and these three factors. participants in athletic leagues (Li, Gao, and Hu 2021; Moen 2014). According to a different study, psychological elements that enable coaches to form excellent relationships with their players will have an impact on the athletes' overall satisfaction (Lafrenière et al. 2011). One of the most essential factors in a coach's evaluation of an athlete is their communication connection. This is because coaches and athletes have various interpretations of training scenarios, which may have a significant impact on how an athlete's performance develops (Macquet and Stanton 2014). Additionally, the coach's subjective well-being was favorably predicted by good emotions derived from the athlete-coach interaction (Lafrenière et al. 2008).

Athletes' needs for competence, relatedness, and autonomy are positively impacted by the actions of their coaches, who also provide structure and engagement. This helps to develop the athletes' internal and external motivation (Mageau and Vallerand 2003; Miller et al. 2007). The athlete's self-determined intrinsic and extrinsic motivation is positively impacted by the coach's presentation of the psychological process. Communication abilities were also found to be adversely correlated with athlete fatigue and favorably correlated with the coach-athlete connection in another study (Choi, Jeong, and Kim 2020). Another crucial factor in determining whether an athlete's performance is at its best or not is the coach's comprehension of the many stress reactions that athletes display and how they impact the athlete (Thelwell et al. 2017). Understanding an athlete's mental state requires knowing how they express themselves through practice or performance (Akbar et al. 2023). When confronted with rival competitors or their training regimen, athletes who are under stress typically exhibit stiff facial expressions and struggle with concentration.

The relationship between the coach and the athlete is improved, and the athlete feels more satisfied with sports when they use communication techniques (Davis and Jowett 2014; Davis, Jowett, and Tafvelin 2019). In particular, coaches and athletes may be able to "broaden" their perspectives and ultimately "build" a mutually beneficial relationship that can elicit positive emotions like interest, joy, happiness, and enthusiasm if they are aware of proactive strategies (e.g., steps to clarify expectations) and reactive strategies (e.g., cooperation during discussions regarding disagreements). The study's findings demonstrate that coaches focus on an athlete's physical attributes and motor behavior in addition to

offering possibilities for mental health improvement and positive reinforcement in relation to an athlete's success (Mueller et al. 2018). In order to promote long-term athlete accomplishment, the coach-athlete connection needs to be built on the coaches' qualities of calmness, patience, and understanding. Athletes react differently to information they receive based in large part on their ability to interact with other athletes. Effective communication among coaches is positively correlated with competence and emotional intelligence, which enhances athletes' mental health during their athletic careers.

Materials and Methods

Design

The purpose of this study is to provide a detailed and accurate description of the circumstances surrounding the coach's comprehension of the athlete's condition. To conduct this research on the coach's role in understanding athletes' condition and maximizing communication functions, a selective study approach will be employed. Selective studies are one of the most common forms of psychological research based on the use of sampling survey methods, and their fundamental distinguishing feature is the use of self-report techniques to collect empirical information (in particular, through interviews and questionnaires) In a sample of participants, it is assumed to represent a population, whose elements determined by some sampling plan, to investigate population characteristics. Study using a design to illustrate study findings is known as descriptive quantitative research (Ato, López, and Benavente 2013). Research that monitors, observes, and describes the number of samples based on events that occur throughout the research is known as descriptive quantitative research, and it uses this method to reach conclusions (Creswell and Creswell 2018).

The study will focus on gathering data from a specific group of coaches and athletes to draw meaningful insights and conclusions. Quantitative research design involves the systematic collection and analysis of numerical data, often with the goal of discovering patterns, correlations, and cause-and-effect relationships. This approach enables researchers to draw objective conclusions and make generalizations that can be applied across different contexts.

Respondence

A total of 173 (124 men, 49 women) from various sports ((1) accuracy; (2) martial arts; (3) games; (4) measurable) participated in this research. The average age of participants was 20.07. Nearly fifty percent ($n = 89$) of participants had experienced a relationship with a target coach that lasted less than 1 year; the other fifty percent ($n = 84$) had experienced a relationship of more than 1 year with a coach.

Instrument

In this research, the Coach Confirmation Instrument was used (Cranmer, Brann, and Weber 2017). Challenge and acceptance together accounted for 68.82% of the variation in

the first trial. The 11-item challenge factor yielded a Cronbach's alpha score of $\alpha = 0.95$ and contributed 58.86% of the total. The four-item acceptance factor yielded a Cronbach's alpha value of $\alpha = 0.92$ and contributed 6.88%. The Cronbach's alpha values in the second research were $\alpha = 0.89$ and $\alpha = 0.93$, respectively (Graham and Mazer 2020).

Data analysis

After that, a straightforward linear regression test was used to assess and evaluate the study data. The amount to which one independent variable, predictor variable, or variable X influences the dependent variable, dependent variable, dependent variable, or variable Y is determined using a simple linear regression analysis. In this instance, coach confirmation (Y), gender, sport participation and kind (X), and other data are employed.

Results

Based on the findings of the conducted investigation. Thus, information on the communication function is acquired. After that, a straightforward linear regression test was used to examine the data. Prior to doing the linear regression test, a normalcy test will be performed as a requirement. Table 1 below shows the results of the normalcy test.

Table 1.
Normality Test (Shapiro-Wilk)

	W	p
CFI	0.894	< .001
gender	0.579	< .001
sports involvement	0.576	< .001
type of sport	0.572	< .001

Note. A low p-value suggests a violation of the assumption of normality

Based on the normality test (Shapiro-Wilk) on gender, sports involvement and type of sport (X) and also coach confirmation (Y), the values obtained were all > 0.05 , which states that the research data is normally distributed. Apart from that, it can also be seen in the p calculation results, all of which state that the normality test results are < 0.001 , which means that the resulting data is indeed normally distributed. This implies that athletes' perceptions of confirmation from their coaches in the research context have a distribution pattern that is not much different from a normal distribution pattern, and then allows for further statistical analysis assuming normality of the data.

Table 2.
Gender Coefficients with Coach Confirmation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	68,3	1.108		61.68	<.001
Gender	-1,16	.800	-.110	-1.453	.148

Note:

Dependent Variable: Coach Confirmation

Gender: (1) male (2) female

The results of calculating table 2 coefficients, obtained constant numbers from unstandardized coefficients. The results obtained a value of 68.362. This number is a constant number which means that if there is no Gender (X), the consistent Coach Confirmation (Y) value is 68.362.

The results of calculating table 1 coefficients, the regression coefficient figures obtained a value of -1.162. This number means that for every 1% increase in gender level (X), coach confirmation (Y) will increase by -1.162. Because the regression coefficient value is minus (-), it can be said that Gender (X) has a negative effect on Coach Confirmation (Y). So, the regression equation is $Y = 68.362 - 1.162X$.

Because the calculated t value is $-1.453 < 1.653$, it can be concluded that H0 is rejected and Ha is accepted, which means that "There is no Influence of Gender (X) on Coach Confirmation (Y)". The calculated t value of -1.453 is considered smaller than the t table value of 1.653 in simple liner regression analysis.

Apart from looking at the research results based on the calculated t value, it can also be seen from the results of the sig value. which obtained a significance value (Sig.) of 0.148 > 0.05 , so it can be concluded that H0 is accepted and Ha is rejected, which means that there is no influence of Gender (X) on Coach Confirmation (Y).

Table 3.
Coefficients Sports involvement with Coach Confirmation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	68.43	1.419		48.23	<.001
1 Sports involvement	-.93	.806	-.089	-1.16	.246

Note:

Dependent Variable: Coach Confirmation

Sports involvement: (1) individual; (2) group

The results of calculating table 3 coefficients, obtained constant numbers from unstandardized coefficients. The results obtained a value of 68.438. This number is a constant number which means that if there is no Sports involvement (X), the consistent Coach Confirmation (Y) value is 68.438.

The results of calculating table 1 coefficients, the regression coefficient figure obtained a value of -0.938. This figure means that for every 1% increase in the level of Sports involvement (X), coach confirmation (Y) will increase by -0.938. Because the regression coefficient value is minus (-), it can be said that Sports involvement (X) has a negative effect on Coach Confirmation (Y). So, the regression equation is $Y = 68.438 - 0.938X$.

Because the calculated t value is $-1.164 < 1.653$, it can be concluded that H0 is rejected and Ha is accepted, which means that "There is no influence of Sports involvement (X) on Coach Confirmation (Y)". The calculated t value of -1.164 is considered smaller than the t table value of 1.653 in simple liner regression analysis.

Apart from looking at the research results based on the calculated t value, it can also be seen from the results of the sig value. which obtained a significance value (Sig.) of 0.246 > 0.05 , so it can be concluded that H0 is accepted and Ha is

rejected, which means that there is no influence of Sports involvement (X) on Coach Confirmation (Y).

Table 4.

Coefficients Type of Sport with Coach Confirmation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	65.41	1.842		35.52	<.001
1 Sports involvement	.493	.624	.060	.790	.431

Note:

Dependent Variable: Coach Confirmation

Type of Sport: (1) accuracy; (2) martial arts; (3) games; (4) measurable

The results of calculating table 4 coefficients, obtained constant numbers from unstandardized coefficients. The results obtained a value of 65.419. This number is a constant number which means that if there is no Type of Sport (X), the consistent Coach Confirmation (Y) value is 65.419.

The results of calculating table 1 coefficients, the regression coefficient figures obtained a value of 0.493. This figure means that for every 1% increase in Type of Sport level (X), coach confirmation (Y) will increase by 0.493. Because the regression coefficient value is minus (-), it can be said that Type of Sport (X) has a negative effect on Coach Confirmation (Y). So, the regression equation is $Y = 65.419 - 0.493X$.

Because the calculated t value is $0.790 < 1.653$, it can be concluded that H0 is rejected and Ha is accepted, which means that "There is no influence of Type of Sport (X) on Coach Confirmation (Y)". The calculated t value of 0.790 is considered smaller than the t table value of 1.653 in simple liner regression analysis.

Apart from looking at the research results based on the calculated t value, it can also be seen from the results of the sig value. which obtained a significance value (Sig.) of 0.431 > 0.05 , so it can be concluded that H0 is accepted and Ha is rejected, which means that there is no influence of Type of Sport (X) on Coach Confirmation (Y).

Based on the calculation results of these three data (tables 1, 2 and 3), it is stated that there is no significant relationship between gender, sports involvement and type of sport on Coach Confirmation. This means that gender will have the same impact on receiving coach confirmation. Likewise with sports involvement and type of sport.

The results of contribution of each dimension non-academic performance of student athletes in table 8 showing relative contribution 35% Perceptions from faculty, peers, and the student athlete, 30% Academic experiences, and 35% Awareness of influencing factors.

Discussion

Because the focus is on positive growth and development (i.e., "being the best") as an athlete/coach and as a person, a good coach-athlete relationship is holistic (Sophia Jowett 2005). The basis of coaching is the connection between the coach and the athlete; it is neither an add-on or by-product of coaching, nor is it dependent on the athlete's age, gender, or performance (Akbar, Karim, et al. 2024). Athletes and

coaches consciously work to build relationships based on a developing understanding and respect for one another's uniqueness. The three most effective leadership behaviors are intellectual stimulation, suitable role modelling, and individual concern. By utilizing organic learning opportunities, coaches who get training in youth sports contexts can promote good developmental outcomes from both team triumphs and team failures (Bennie and O'Connor 2012; Vella et al. 2013). In a sports organization, a coach's leadership reflects the performance of their squad. Since coaches have a lot of influence over the performance of the athletes they teach, the focus is mostly on the players' training habits.

In sports coaching, the guidelines that govern behavior (e.g., by showing respect for one another) and "business" behavior (e.g., by being willing to teach and receive instructions) between coaches and athletes help to reduce interpersonal conflict (e.g., arguments) while offering athletes benefits (e.g., happiness) (Jowett and Carpenter 2015). This claim demonstrates how the interpersonal factor that determines the caliber of the connection between a coach and an athlete often works to maximize rewards and decrease conflict. When the athlete's desired coaching conduct, the coach's actual coaching behavior, and the demands of the scenario align, the athlete-coach connection is effective. The coach's understanding and ability related to empathy is an important component of a positive relationship between coach and athlete as a form of social support (Maurice et al. 2021). According to research, an athlete has a higher likelihood of being satisfied with their performance outcomes if their coach matches their conduct with their preferred communication style. This demonstrates how individual coach, player, and environmental aspects influence behavior, perceptions, and responses; hence, the efficacy of communication techniques varies depending on each individual (Foulds et al. 2019; Westfall, Martin, and Gould 2018). An athlete would typically respond in a positive and cooperative way, for instance, if they see coaching action as encouraging and helpful (or vice versa). The study's findings demonstrate that commitment, which refers to the cognitive bond between coaches and athletes, is defined as a willingness to uphold close and lasting relationships. Closeness, on the other hand, refers to the positive relationship that exists between coaches and athletes, which is reflected in mutual trust and respect, emotional care and support, as well as interpersonal liking and appreciation (Jowett and Cockerill 2003; Li et al. 2021).

One indicator of an athlete's performance advancement is the strength of the relationship between the coach and the athlete, particularly when the athlete is under pressure during a competition (Hampson and Jowett 2014; Jackson and Beauchamp 2010; Norman and French 2013). Athletes evaluate this as dyadic coping based on interpersonal skills while speaking with coaches about training stress triggers in an attempt to defend oneself (Staff, Didymus, and Backhouse 2020). Athlete happiness and the coach-athlete connection are two important criteria that have been linked to particular leadership styles via a lot of research on the behavior of

coaches and players (Fouraki et al. 2020). In competitive sports, when emotions are strong due to high stakes and uncertain outcomes, good communication and acceptable behavior can provide players with a "time release" to concentrate on improving their performance. Conflicts arising from playing sports include parents being overly or underly involved in their child's participation, administrators having high expectations of coaches, disagreements over team selection, power struggles between athletes and their coaches, disagreements over training protocols (e.g., workload, goals, technique), and even the coach interfering with the athlete's personal life (e.g., lifestyle, other people) (Giulianotti 2011; Karimi et al. 2018; Kerwin, Walker, and Bopp 2017; Ros-Morente et al. 2022; Wachsmuth, Jowett, and Harwood 2016). One of the most important components of effective coaching results is the quality of the relationship between coach and athlete. Coaching is frequently seen as a setting in which coaches function to bring about significant improvements in athlete performance and well-being (Jowett 2017). So, in this case the coach needs to have an understanding that an athlete is an individual who has a life other than his professional career in sports.

A good coach-athlete connection where each athlete feels heard, respected, and connected may therefore be supported by the notion that giving players a voice is a crucial part of establishing a psychologically secure environment. Regardless of the athlete's gender, psychological safety refers to the quality of the coach-athlete connection and athlete communication (i.e., the ability to be open, honest, and transparent and manage interpersonal conflict well). These results highlight the fact that athletes can feel psychologically safe and be able to participate in risky interpersonal interactions (e.g., admitting mistakes, raising concerns) in a group setting without fear of intimidation or humiliation. This creates a psychologically safe group environment that encourages athletes to be committed and cooperative with their coaches, as well as to have honest conversations and resolve conflicts with them (Jowett et al. 2023). The study's findings show that the efficacy construct is independently linked to a variety of favourable relationship-oriented outcomes for the establishment and upkeep of successful coach-athlete relationships at the highest level (Jackson, Knapp, and Beauchamp 2009; Jowett 2008). Building a partnership based on mutual support and ensuring that both players and coaches may realize their full sporting potential are important aspects of effective communication.

Conclusion

A solid, trustworthy connection may be developed between an athlete and coach via honest and constructive communication. This fosters an atmosphere where athletes feel at ease asking for advice and where instructors may offer crucial assistance. Effective communication is a viable means of resolving conflicts that may emerge within an athletic situation. To stay focused on the same objective, athletes and coaches must feel at ease talking about problems and finding

constructive ways to resolve disagreements. Both coaches and athletes sometimes have to make snap choices during practice or on the field. In these kinds of scenarios, excellent communication enables them to work together and raises the likelihood that the judgments they make will be the right ones. Athletes can be motivated in part by coaches' encouraging words and constructive feedback. Athletes are more likely to put in a lot of effort and succeed when they believe that their coaches understand and encourage them. Athletes may provide coaches feedback on what is working and what needs to be improved through open communication. This aids instructors in enhancing training plans and provide more advice on how to assist athletes enhance their skills.

Limitations

The present study's findings suggest that further research is desperately needed to understand how formal mentorship affects community coach education programs, how connections between coaches and athletes are reciprocal, and how interpersonal knowledge is developed. This study investigates and sheds light on the influence of formal mentorship in coach education programs as well as the little-known phenomena of reciprocity in coach-athlete dyads. All things considered, the research to far highlights the complexity and unpredictability of interpersonal interactions and points to the need for more study. The study's key findings suggest that in order for coach education programs to be effective, they should focus on how both coaches and athletes see each other as well as coach-cantered skills and methods for developing, preserving, and mending relationships with athletes.

Conflicts of Interest

The authors state that there is no conflict of interest.

References

- Akbar, Amin, Zulakbal Abd Karim, Jaffry Zakaria, Suryanef, Firunika Intan Cahyani, M. Arinal Rahman, Nooraini Binti Hamzah, and Shamsul Kamar bin Mohamad. 2024. "Comprensión De La Fortaleza Mental En Estudiantes-Athletas: Conocimientos De La Psicología Del Deporte (Understanding Mental Toughness in Student-Athletes: Insights from Sport Psychology)." *Retos* 54(2012):1–9. doi: 10.47197/retos.v54.102230.
- Akbar, Amin, Zulakbal Abd Karim, Anindra Guspa, Reno Fernandes, Firunika Intan Cahyani, Mario Pratama, Prima Aulia, Rahmadianti Aulia, and M. Arinal Rahman. 2024. "Football as the Formation of Adolescent Character and Preventive Program to Overcome Juvenile Delinquency: A Perspective from Sport Psychology." *International Journal of Human Movement and Sports Sciences* 12(1):140–47. doi: 10.13189/saj.2024.120117.
- Akbar, Amin, Zulakbal Abd Karim, Jaffry Zakaria, Rizal Kurniawan, Firunika Intan Cahyani, Free Dirga Dwatra, and Rinaldi. 2023. "The Role of Mental Toughness in Improving Achievement: The Perspective of Sport Psychology on Student-Athletes." *International Journal of Human Movement and Sports Sciences* 11(6):1376–82. doi: 10.13189/saj.2023.110623.
- Ato, Manuel, Juan J. López, and Ana Benavente. 2013. "A Classification System for Research Designs in Psychology." *Anales de Psicología* 29(3):1038–59.
- Bennie, Andrew, and Donna O'Connor. 2012. "Coach-Athlete Relationships: A Qualitative Study of Professional Sport Teams in Australia." *International Journal of Sport and Health Science* 10(0):58–64. doi: 10.5432/ijshs.201208.
- Bicici, Reha, Ayhan Savas, and Kavak Vatan. 2009. "The Motoric Properties of Individual and Team Sportsman." *Ovidius University Annals, Series Physical Education & Sport/Science, Movement & Health* 9(2):101–9.
- Bissett, James E., Emily Kroshus, and Stephen Hebard. 2020. "Determining the Role of Sport Coaches in Promoting Athlete Mental Health: A Narrative Review and Delphi Approach." *BMJ Open Sport and Exercise Medicine* 6(1):1–9. doi: 10.1136/bmjsem-2019-000676.
- Bruce, Toni. 2013. "Reflections on Communication and Sport." *Communication & Sport* 1(1–2):125–37. doi: 10.1177/2167479512472883.
- Choi, Hunhyuk, Yunduk Jeong, and Suk Kyu Kim. 2020. "The Relationship between Coaching Behavior and Athlete Burnout: Mediating Effects of Communication and the Coach–Athlete Relationship." *International Journal of Environmental Research and Public Health* 17(22):1–17. doi: 10.3390/ijerph17228618.
- Cranmer, Gregory A., and Maria Brann. 2015. "It Makes Me Feel Like I Am an Important Part of This Team': An Exploratory Study of Coach Confirmation." *International Journal of Sport Communication* 8(2):193–211. doi: 10.1123/ijsc.2014-0078.
- Cranmer, Gregory A., Maria Brann, and Keith Weber. 2017. "Quantifying Coach Confirmation: The Development and Preliminary Validation of the Coach Confirmation Instrument." *Communication and Sport* 5(6):751–69. doi: 10.1177/2167479516660037.
- Creswell, John W., and J. David Creswell. 2018. *Research Design*. Fifth Edit. Sage.
- Davis, Louise, and Sophia Jowett. 2014. "Coach-Athlete Attachment and the Quality of the Coach-Athlete Relationship: Implications for Athlete's Well-Being." *Journal of Sports Sciences* 32(15):1454–64. doi: 10.1080/02640414.2014.898183.
- Davis, Louise, Sophia Jowett, and Susanne Tafvelin. 2019. "Communication Strategies: The Fuel for Quality Coach-Athlete Relationships and Athlete Satisfaction." *Frontiers in Psychology* 10(SEP). doi: 10.3389/fpsyg.2019.02156.
- Dimiyati, Farida Agus Setiawati, Edi Istiyono, and Ilham. 2023. "Exploratory Factor Analysis of Psychological Skills Inventory for Sports in Indonesian National Athletes." *International Journal of Human Movement and Sports Sciences* 11(4):699–707. doi:

- 10.13189/saj.2023.110402.
- Foulds, Steven J., Samantha M. Hoffmann, Kris Hinck, and Fraser Carson. 2019. "The Coach–Athlete Relationship in Strength and Conditioning: High Performance Athletes' Perceptions." *Sports* 7(12):1–11. doi: 10.3390/sports7120244.
- Fouraki, Vasiliki, Nektarios A. M. Stavrou, Nikolaos Apostolidis, and Maria Psychountaki. 2020. "Coach and Athlete Leadership Behaviors: Examining Their Role in Athlete's Satisfaction." *Journal of Physical Education and Sport* 20(6):3212–20. doi: 10.7752/jpes.2020.s6435.
- Giulianotti, Richard. 2011. "Sport, Peacemaking and Conflict Resolution: A Contextual Analysis and Modelling of the 'Sport, r P Fo r R w On Ly.'" *Journal of Applied Sport Psychology* 14(3):172–204. doi: 10.1080/10413200290103482.
- Graham, Elizabeth E., and Joseph P. Mazer. 2020. *Communication Research Measures III: A Sourcebook*. New York and London: Routledge, Taylor & Francis group.
- Gullu, Sevim, Burcak Keskin, Osman Ates, and Ecem Hanbay. 2020. "Coach-Athlete Relationship and Sport Passion in Individual Sports." *Acta Kinesiologica* 14(1):9–15.
- Hampson, R., and S. Jowett. 2014. "Effects of Coach Leadership and Coach-Athlete Relationship on Collective Efficacy." *Scandinavian Journal of Medicine and Science in Sports* 24(2):454–60. doi: 10.1111/j.1600-0838.2012.01527.x.
- Haryanto, Jeki, Edi Setiawan, Ruslan Abdul Gani, Padli, and Ildil. 2024. "Academic Performance of Online Physical Education Learning during COVID-19 Outbreak: Systematic Literature Review." *International Journal of Evaluation and Research in Education* 13(1):488–95. doi: 10.11591/ijere.v13i1.26723.
- Haugan, Jan Arvid, Frode Moen, Maja Olsen Østerås, and Frode Stenseng. 2021. "Effects of a Mentor Program for Coaches on the Coach-Athlete Relationship." *Sports* 9(8):1–14. doi: 10.3390/sports9080116.
- Isoard-Gauthier, Sandrine, David Trouilloud, Henrik Gustafsson, and Emma Guillet-Descas. 2016. "Associations between the Perceived Quality of the Coach-Athlete Relationship and Athlete Burnout: An Examination of the Mediating Role of Achievement Goals." *Psychology of Sport and Exercise* 22:210–17. doi: 10.1016/j.psychsport.2015.08.003.
- Jackson, Ben, and Mark R. Beauchamp. 2010. "Self-Efficacy as a Metaperception within Coach-Athlete and Athlete-Athlete Relationships." *Psychology of Sport and Exercise* 11(3):188–96. doi: 10.1016/j.psychsport.2009.12.005.
- Jackson, Ben, Peter Knapp, and Mark R. Beauchamp. 2009. "The Coach-Athlete Relationship: A Tripartite Efficacy Perspective." *Sport Psychologist* 23(2):203–32. doi: 10.1123/tsp.23.2.203.
- Jacox, William. 2016. "Are the Key Qualities and Skills of Effective Team Coaches?" AURA - Antioch University Respository and Archive 1–15.
- Jermaina, Nina, Nurlan Kusmaedi, Amung Ma'mun, Vanessa Gaffar, Eko Purnomo, and Eddy Marheni. 2022. "Effects of Relaxation Exercises to Reduce Anxiety in Beginner Athletes." *International Journal of Human Movement and Sports Sciences* 10(6):1275–83. doi: 10.13189/saj.2022.100618.
- Jowett, S., and I. M. Cockerill. 2003. "Olympic Medallists' Perspective of the Athlete-Coach Relationship." *Psychology of Sport and Exercise* 4(4):313–31. doi: 10.1016/S1469-0292(02)00011-0.
- Jowett, Sophia. 2008. "Moderator and Mediator Effects of the Association between the Quality of the Coach-Athlete Relationship and Athletes' Physical Self-Concept." *International Journal of Coaching Science* 2(1):1–20.
- Jowett, Sophia. 2017. "Coaching Effectiveness: The Coach-Athlete Relationship at Its Heart." *Current Opinion in Psychology* 16:154–58. doi: 10.1016/j.copsyc.2017.05.006.
- Jowett, Sophia, James W. Adie, Kimberley J. Bartholomew, Sophie X. Yang, Henrik Gustafsson, and Alicia Lopez-Jiménez. 2017. "Motivational Processes in the Coach-Athlete Relationship: A Multi-Cultural Self-Determination Approach." *Psychology of Sport and Exercise* 32:143–52. doi: 10.1016/j.psychsport.2017.06.004.
- Jowett, Sophia, and Paul Carpenter. 2015. "The Concept of Rules in the Coach-Athlete Relationship." *Sports Coaching Review* 4(1):1–23. doi: 10.1080/21640629.2015.1106145.
- Jowett, Sophia, Jose Roberto Andrade Do Nascimento-Júnior, Chen Zhao, and Jyoti Gosai. 2023. "Creating the Conditions for Psychological Safety and Its Impact on Quality Coach-Athlete Relationships." *Psychology of Sport and Exercise* 65:1–10. doi: 10.1016/j.psychsport.2022.102363.
- Karimi, A. .., M. .. Yektayar, R. .. Nazari, and S. Mohammadi. 2018. "Conflict Management Strategy of Sport Teacher and Its Influence on Student Athletic Motivation of Schools in Gorgan City." *European Journal of Experimental Biology* 2(10):420–24.
- Kerwin, Shannon, Matthew B. Walker, and Trevor Bopp. 2017. "When Faultlines Are Created: Exploring the Conflict Triggering Process in Sport." *Sport Management Review* 20(3):252–60. doi: 10.1016/j.smr.2016.10.003.
- Kim, Youngsook, and Inchon Park. 2020. "'Coach Really Knew What i Needed and Understood Me Well as a Person': Effective Communication Acts in Coach–Athlete Interactions among Korean Olympic Archers." *International Journal of Environmental Research and Public Health* 17(9). doi: 10.3390/ijerph17093101.
- Lafrenière, Marc André K., Sophia Jowett, Robert J. Valerand, and Noémie Carbonneau. 2011. "Passion for Coaching and the Quality of the Coach-Athlete

- Relationship: The Mediating Role of Coaching Behaviors." *Psychology of Sport and Exercise* 12(2):144–52. doi: 10.1016/j.psychsport.2010.08.002.
- Lafrenière, Marc André K., Sophia Jowett, Robert J. Vallerand, Eric G. Donahue, and Ross Lorimer. 2008. "Passion in Sport: On the Quality of the Coach-Athlete Relationship." *Journal of Sport and Exercise Psychology* 30(5):541–60. doi: 10.1123/jsep.30.5.541.
- Laurie Grealish. 2000. "The Skills of Coach Are an Essential Element in Clinical Learning." *Journal of Nursing Education* 39(5):231–33. doi: 10.1016/j.jaci.2012.05.050.
- Li, Juan, Hongyan Gao, and Jianbo Hu. 2021. "Satisfaction and the Coach-Athlete Relationship: The Mediating Role of Trust." *Social Behavior and Personality* 49(2):1–12. doi: 10.2224/SBP.9807.
- Macquet, Anne Claire, and Neville A. Stanton. 2014. "Do the Coach and Athlete Have the Same «picture» of the Situation? Distributed Situation Awareness in an Elite Sport Context." *Applied Ergonomics* 45(3):724–33. doi: 10.1016/j.apergo.2013.09.014.
- Mageau, Geneviève A., and Robert J. Vallerand. 2003. "The Coach-Athlete Relationship: A Motivational Model." *Journal of Sports Sciences* 21(11):883–904. doi: 10.1080/0264041031000140374.
- Marheni, Eddy, S. Afrizal, Eko Purnomo, Nina Jermaina, Goesti Sabda Laksana, Dudi Komaludin, Eliya Pebriyeni, and Firunika Intan Cahyani. 2024. "Integrating Emotional Intelligence and Mental Education in Sports to Improve Personal Resilience of Adolescents." *Retos* 51:649–56. doi: 10.47197/retos.v51.101053.
- Maurice, Stefane, Dana K. Voelker, Clayton Kuklick, and Megan Byrd. 2021. "‘We Don’t Always Get It Right’: Coaches’ Perspectives on Supporting Injured Athletes." *Sports Coaching Review* 10(3):295–324. doi: 10.1080/21640629.2021.1897244.
- McGee, Victoria. 2016. "The Coach-Athlete Relationship and Athlete Psychological Outcomes." Thesis University of North Carolina 4(1):1–23.
- Miller, Michael J., Noah Franken, and Kit Kiefer. 2007. "Exploring Touch Communication Between Coaches and Athletes." *Indo-Pacific Journal of Phenomenology* 7(2):1–13. doi: 10.1080/20797222.2007.11433953.
- Moen, Frode. 2014. "The Coach-Athlete Relationship and Expectations." *International Journal of Humanities and Social Science* 4(11):29–40.
- Moen, Frode, and Ragnvald Kvalsund. 2012. "Subjective Beliefs Among Sport Coaches About Communication During Coach-Athlete Conversations." *Athletic Insight* 5(3):229–49.
- Mueller, Stephanie Ruiz, Montse C. Chroni, and Stilian Aní. 2018. "Coaches’ Perceptions of Athletes’ Psychosocial States: The Case of Three Tennis Coach-Athlete Dyads." *International Sport Coaching Journal* 5(2):156–68. doi: 10.1123/iscj.2017-0045.
- Norman, Leanne, and Jaime French. 2013. "Understanding How High Performance Women Athletes Experience the Coach-Athlete Relationship." *International Journal of Coaching Science* 7(1):3–24.
- Purnomo, Eko, Amung Ma’mun, Nurlan Kusmaedi, Yudy Hendrayana, Yusuf Hidayat, Nina Jermaina, and Eddy Marheni. 2021. "Profile: Interpersonal Communication Skills for Future Coaches." *International Journal of Human Movement and Sports Sciences* 9(5):964–72. doi: 10.13189/saj.2021.090518.
- Purnomo, Eko, Amung Ma’mun, Nurlan Kusmaedi, Yudy Hendrayana, Nina Jermaina, Akhmad Amirudin, Nessya Fitryona, and Dwi Mutia Sari. 2024. "Integración de Valores Sociales a Través Del Deporte (Integration of Social Values Through Sport)." *Retos* 52:144–53. doi: 10.47197/retos.v52.102459.
- Ros-Morente, Agnès, Miriam Farré, Carla Quesada-Pallarès, and Gemma Filella. 2022. "Evaluation of Happy Sport, an Emotional Education Program for Assertive Conflict Resolution in Sports." *International Journal of Environmental Research and Public Health* 19(5):1–11. doi: 10.3390/ijerph19052596.
- Roşca, Vlad. 2010. "The Coach-Athlete Communication Process: Towards a Better Human Resources Management in Sport." *Management Research and Practice* 2(3):275–83.
- SA, Stephen, Habeeb CM, and Arthur CA. 2022. "Congruence of Efficacy Beliefs on the Coach-Athlete Relationship and Athlete Anxiety: Athlete 3 Self-Efficacy and Coach Estimation of Athlete Self-Efficacy." *Psychology of Sport and Exercise* 58(102062):1–34. doi: 10.1016/j.psychsport.2021.102062.
- Short, Sandra E., and Martin W. Short. 2005. "Essay: Role of the Coach in the Coach-Athlete Relationship." *Lancet* 366(SUPPL. 1):29–30. doi: 10.1016/S0140-6736(05)67836-1.
- Sophia Jowetts. 2005. "The Coach-Athlete Partnership." *The Psychologist* 18(7):412–15.
- Staff, H., FF Didymus, and SH Backhouse. 2020. "Dyadic Coping in Coach-Athlete Relationships: A Grounded Theory." *Psychology of Sport and Exercise* 1–43. doi: 10.1016/j.psychsport.2020.101741.
- Thelwell, Richard C., Christopher R. D. Wagstaff, Michael T. Chapman, and Göran Kenttä. 2017. "Examining Coaches’ Perceptions of How Their Stress Influences the Coach-Athlete Relationship." *Journal of Sports Sciences* 35(19):1928–39. doi: 10.1080/02640414.2016.1241422.
- Vella, Stewart A., Lindsay G. Oades, and Trevor P. Crowe. 2013. "The Relationship between Coach Leadership, the Coach-Athlete Relationship, Team Success, and the Positive Developmental Experiences of Adolescent Soccer Players." *Physical Education and Sport Pedagogy* 18(5):549–61. doi: 10.1080/17408989.2012.726976.
- Voelker, Dana K., Amanda J. Visek, Jordyn L. Learner, and Miranda DiBiasio. 2022. "Toward Understanding of Coaches’ Role in Athletes’ Eating Pathology: A Systematic Review and Ecological Application to Advance Research." *Psychology of Sport and Exercise* 58:102059. doi:

- <https://doi.org/10.1016/j.psychsport.2021.102059>.
 Wachsmuth, Jowett, and Harwood. 2016. "Conflict among Athletes and Their Coaches : What Is the Theory and Research so Far ?" *International Review of Sport and Exercise Psychology* 10(1):84–107. doi: 10.1080/1750984X.2016.1184698.
- Wekesser, Meredith M., Brandonn S. Harris, Jody Langdon, and Charles H. Wilson. 2021. "Coaches' Impact on Youth Athletes' Intentions to Continue Sport Participation: The Mediation Influence of the Coach–Athlete Relationship." *International Journal of Sports Science and Coaching* 16(3):490–99. doi: 10.1177/1747954121991817.
- Westfall, Scott, Eric M. Martin, and Daniel Gould. 2018. "The Association Between the Coach-Athlete Relationship and Burnout Among High School Coaches." *Journal of Sport Behavior* 41(1):107–26.

Datos de los/as autores/as y traductor/a:

Eko Purnomo	ekopurnomo@fik.unp.ac.id	Autor/a
Siti Aisyah	aisyahsiti310@fbs.unp.ac.id	Autor/a
Hartono Hadjarati	hartonohadjarati@ung.ac.id	Autor/a
Adek Cerah Kurnia Azis	adekcerah@unimed.ac.id	Autor/a
I Kadek Suardika	ikadeksuardika@ung.ac.id	Autor/a
Nina Jermaina	ninajermaina@unp.ac.id	Autor/a
Agus Gumilar	gumilaragus27@upi.edu	Autor/a
Nurkhoiroh	nurkhoirohsiregar@ung.ac.id	Autor/a
Asda Zunady	mail@elp.web.id	Traductor/a