

"The Role of Coach-Athlete Relationship in Enhancing Team Sport Performance: A Multi-Sport Perspective"

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Abstract: This research provides useful insights on the coach-athlete relationship in college sports by analyzing the characteristics of the participants, evaluating players' perspectives on this relationship, and revealing the difficulties encountered by student-athletes. A heterogeneous group of primarily male athletes participated in a variety of team sports, with soccer, basketball, and volleyball being the most prevalent. Athletes often had favorable opinions on their interactions with coaches, demonstrating exceptional performance in areas such as communication, motivation, guidance, empathy, openness, understanding of roles, and ethical conduct. Nevertheless, significant gender-based disparities arose, as men athletes reported more positive connections compared to their female counterparts. Furthermore, student-athletes have pinpointed significant obstacles, such as difficulties in communicating, incongruity in coaching styles, resolving conflicts, obtaining mental health assistance, ensuring ethical conduct, and addressing concerns about criticism.

Keywords: Communication; Trust and Respect; Motivation; Mentorship; Empathy; Transparency; Role Clarity; Ethical Behavior.

1. Introduction

Team sports have a notable and dynamic presence within the multifaceted athletic milieu of China. In recent years, there has been a notable increase in the country's enthusiasm and financial commitment towards team sports, with the enduring popularity of traditional individual sports such as table tennis and badminton. The observed transition serves as evidence of China's expanding worldwide impact and acknowledgment of the societal and physical advantages associated with collective athletic activities (Statscore, 2020). The impact of the National Basketball Association (NBA) has played a significant role in the major advancements seen in the sport of basketball (Britannica, 2023). China has had a significant growth in its basketball enthusiasts, leading to the emergence of a substantial fan base. This trend is shown by the Chinese Basketball Association (CBA), which has established itself as a major and influential professional league inside the country. The Chinese Basketball Association (CBA) has successfully recruited a diverse pool of foreign talents, therefore providing local players with an exceptional platform to engage in high-level competition (Zwerling, 2013).

Likewise, the sport of soccer, often referred to as football in the majority of global regions, has attracted significant interest. The Chinese Super League (CSL) has emerged as a prominent focal point in the realm of global football, characterized by its acquisition of worldwide football luminaries and substantial investments in nurturing burgeoning Chinese talent. Although China's presence in the international soccer arena remains limited, its unwavering dedication to the sport is indisputable, as it strives to cultivate a robust football culture (Chinese Super League, 2023).

China's remarkable achievements in conventional sports such as table tennis, badminton, and volleyball persistently serve as a significant point of nationalistic gratification. The nation has continuously attained top rankings globally in several athletic disciplines and has cultivated a substantial

number of Olympic and World Championship victors. These sports play a fundamental role in China's athletic accomplishments and the development of grassroots participation.

Furthermore, China has shown a growing inclination for other team sports, such as field hockey, handball, and rugby. China has strong competitiveness in several sports, notably in the juvenile and junior categories. The provision of governmental assistance, along with substantial investments in sports infrastructure, has facilitated China's ability to host international tournaments and provide state-of-the-art training facilities for athletes.

The pivotal role of government intervention in sports development is integral to China's achievements in team sports. Policies, financial resources, and assistance provided to youth development programs have effectively recognized and cultivated potential in several fields. Specialized sports schools and training institutes are widely observed, contributing to the development of future athletes. In addition, it is imperative to acknowledge the significant impact of international sports events on China's involvement within the global sports community (International Sport Management, 2023). The Asian Games, the Olympics, and a range of World Championships provide opportunities for Chinese athletes to demonstrate their abilities and engage in competition with elite athletes from across the globe. The proliferation of team sports in China has also facilitated the creation of a committed community of supporters. A significant number of individuals demonstrate their allegiance to preferred clubs and players, both domestically and internationally, by actively engaging with local and international leagues. Team sports have emerged as a fundamental component of China's athletic landscape, serving as a reflection of the country's developing interests and goals. China's dedication to the development of collective sports, together with its aspirations in international athletics, indicates its increasing prominence in the global arena and its desire to engage in competitive and outstanding performance across several sporting domains.

For team sports success, the connection between a coach and an athlete is a crucial factor, including a multifaceted interaction of fundamental components that extend beyond the realms of coaching and training alone. The establishment of effective communication between coaches and players serves as the fundamental basis for assuring a clear knowledge of plans and responsibilities, promoting cohesiveness, and limiting instances of misinterpretation (Shanmuganathan, Felton, Felton, & Jowett, 2022). Confidence and respect serve as the fundamental pillars on which this connection is established, as players depend on the coach's expertise and direction, while coaches place their confidence in the athletes' capabilities and commitment. The provision of motivational support by coaches serves as a catalyst for athletes to maximize their capabilities, since it entails the recognition and celebration of accomplishments, the establishment of ambitious objectives, and the cultivation of a strong and diligent work ethic. Furthermore, coaches often assume the role of mentors, providing guidance to players not just in their athletic pursuits but also in their personal lives. Their empathic approach contributes to the development of a team culture that is supportive, as they demonstrate a knowledge of and attend to the feelings and worries of the athletes. The acquisition of conflict resolution skills is of utmost importance as it facilitates the effective management of unavoidable disagreements, hence promoting the preservation of team unity. The establishment of clear roles, as effectively articulated by coaches, serves to improve coordination and minimize misunderstanding within a team. Additionally, coaches who establish ethical standards and actively promote sportsmanship contribute to the development of the team's character. The interaction between coaches and athletes extends beyond the confines of the sporting arena, exerting a significant impact on the personal and professional development of athletes (Davis, Appleby, Davis, Wetherell, Gustafsson, 2018). Consequently, it is an essential component in the attainment of success in team sports. This connection facilitates the empowerment of players, creating a culture characterized by trust, motivation, and ethical conduct that extends beyond the confines of the sports arena. Consequently, it has a beneficial impact on the lives of athletes and contributes significantly to the overall success of the team (Ikram, 2018).

In the realm of team sports in China, there are certain difficulties that have the potential to dramatically impact team performance within the coach-athlete interaction. A significant obstacle that emerges is to cultural disparities, whereby the nation's rich cultural legacy may give birth to misunderstandings and communication barriers between coaches and athletes, especially when collaborating with individuals from other countries. The coach-athlete relationship in traditional Chinese culture may be influenced by deeply rooted hierarchical systems, which may impede free communication and limit athletes' capacity to voice concerns or provide criticism. Furthermore, players often encounter significant pressure to excel at a superior level, a predicament that is further intensified by the nation's pronounced focus on achieving success in sports (Walsh, 2021). In order to minimize stress and burnout among athletes, coaches are required to maintain a careful equilibrium between striving for perfection and prioritizing the players' welfare. One of the communication challenges that might affect tactical comprehension and collaboration is the presence of language limitations, particularly in situations

involving foreign players or coaches. Moreover, coaches often have challenges in effectively navigating the demands and stressors imposed by governmental entities and sports organizations. The successful transfer of young players from youth teams to professional leagues may present considerable challenges, necessitating the use of good coaching tactics. The coach-athlete connection is further complicated by the need to promote ethical conduct and sportsmanship among team members, as well as by the need of addressing gender dynamics and diversity-related concerns. In the Chinese setting, the coach-athlete relationship and team sports performance may be enhanced by the prioritization of open communication, cultural sensitivity, and the implementation of training regimens that specifically address the obstacles associated with these factors. Furthermore, the incorporation of sports psychology and leadership training may provide coaches and players vital resources for successfully managing these obstacles, eventually cultivating a coach-athlete relationship that is both positive and productive, so promoting success.

It is for this reason that this research has been conceptualized. The significance of this research lies in its examination of the coach-athlete relationship and its impact on team sport performance, with a special focus on a multi-sport context. The study tackles a significant knowledge gap in the current academic literature by examining the coach-athlete interaction as a complex and evolving factor that goes beyond individual sports to include a range of team sports. Although previous studies have examined the correlation between variables in solo sports, there is a scarcity of extensive research that delves into the intricacies of this connection in team sports, which can include intricate interpersonal relationships. Gaining insight into the dynamics of the coach-athlete interaction across diverse team sports and cultural contexts is crucial, particularly when considering the case of China, a prominent force in global team sports contests that is continuously expanding its influence.

Furthermore, this research has practical significance for coaches, players, and sports organizations. By elucidating the elements that lead to a robust coach-athlete rapport, this analysis may provide practical knowledge to augment coaching methodologies and athlete advancement initiatives. These observations provide the potential to facilitate the establishment of a favorable team milieu, therefore nurturing team unity and individual development, eventually resulting in enhanced performance in team sports.

Moreover, the investigation conducted in this research into the cultural intricacies inherent in the coach-athlete dynamic has significant relevance. China's cultural setting is characterized by hierarchical structures and collectivist attitudes, which give rise to specific obstacles and possibilities when contrasted to Western cultures. A comprehensive comprehension of the impact of cultural elements on the coach-athlete interaction is necessary in order to customize coaching methodologies and cultivate efficient communication and collaboration.

This study makes a valuable contribution to the wider domain of sports science by examining the psychological and interpersonal factors that influence team sports performance. The coach-athlete connection assumes a crucial role when sports undergo continuous evolution. This study aims to address a notable research gap by exploring the intricacies associated with this interaction. The study's significance lies in its potential to address a gap in existing research, provide

practical insights, navigate cultural dynamics, and contribute to the ongoing discourse surrounding the coach-athlete relationship in team sports. This is particularly relevant in the context of China's evolving sports landscape.

2. Statement of the Problem

This study aims to assess the role of coach-athlete relationship in enhancing team sport performance. Specifically, this study sought answers to the following questions:

1. What is the profile of the respondents in terms of
 - 1.1 sex
 - 1.2 course
 - 1.3 type of team sport
2. What is the assessment of the athletes of their coach-athlete relationship in terms of:
 - 2.1 communication
 - 2.2 trust and respect
 - 2.3 motivation
 - 2.4 mentorship
 - 2.5 empathy
 - 2.6 transparency
 - 2.7 role clarity
 - 2.8 ethical behavior
3. Is there a significant difference in the assessment of the athletes of their coach-athlete relationship when they are grouped according profile?
4. What challenges on relationship do student-athletes encounter as they work with their coaches?
5. Based on the result of the study, what enhanced mentoring program can be designed to improve coach-athlete relationship?

3. Scope and Delimitation

The current study acknowledged and accepted the inherent constraints and boundaries in its attempt to comprehensively examine the impact of the coach-athlete relationship on team sport performance. The study's limitations were related to many factors, such as the sample's size and diversity, which limited the generalizability of the findings to a wider population. Furthermore, it is important to take into account the potential restriction of self-report bias. The use of a cross-sectional design imposed constraints on the ability to establish causality or track longitudinal changes. Moreover, the existence of inherent subjectivity in assessing the coach-athlete connection has led to challenges in establishing uniform standards. However, the delimitations included the analysis of several sports, enabling a more thorough understanding but potentially overlooking the unique complexities of each individual activity. The study's focus on certain dimensions of relationships and, at times, specific geographical regions enhanced its emphasis and accuracy. Employing a certain temporal framework or length of analysis guaranteed precision, while potentially disregarding broader trends over a longer period of time. The inclusion of limits and delimitations in a study was essential as they allowed for a thorough investigation of the research questions while acknowledging the presence of constraints and parameters.

4. Research Design

The chosen research approach for this study was a descriptive comparative methodology. The primary aim of a descriptive comparative research design was to methodically

examine and contrast different groups, variables, or circumstances in order to reveal patterns, disparities, or connections. This was accomplished without any external intervention or modification of factors. This study used a methodology that allowed researchers to thoroughly examine the many attributes of the coach-athlete relationship and its influence on team sport performance in a multi-sport environment.

The selected research design was well-suited to the objectives of the investigation. This research conducted a comprehensive analysis of the coach-athlete connection, with a special emphasis on investigating the possible discrepancies or alignment in aspects such as communication, trust, and motivation. The aforementioned parameters were examined across several cohorts of athletes, classified according to their profiles, which included gender, academic discipline, and the particular team sport in which they participated. The study conducted a comprehensive analysis of numerous groups, leading to the discovery of valuable insights into the complex dynamics of coach-athlete interactions in different sporting settings. Moreover, this specific design aligned with the non-experimental and observational nature of the study, allowing researchers to draw conclusions about the connections and differences within the coach-athlete environment without directly influencing variables. Overall, using a descriptive comparative research design proved to be a very robust and effective method for accomplishing the study objectives in a comprehensive way.

5. Sampling Method

The chosen sampling approach for this research was purposive sampling since it aligned with the specific criteria and objectives of the study. Purposive sampling is an approach that allows researchers to deliberately choose participants based on certain criteria, ensuring that the chosen athletes and coaches are matched with the research questions and goals of the study in an efficient way. The athlete selection method included identifying individuals who were actively engaged in team sports at certain universities in China. The selection of athletes was based on a set of criteria that included gender, academic discipline, and the particular team sport they were involved in, so order to incorporate a wide range of opinions. The aim of this research was to provide a holistic perspective on the coach-athlete relationship within the context of university athletics. The inclusion of athletes who shown a desire to participate in the study was essential in order to get their valued viewpoints.

Similarly, in the area of coaches, purposive sampling was used to meticulously choose individuals who were involved in coaching team sports at the university level in China. The criterion for selecting coaches may have included aspects such as their coaching experience, level of proficiency, and willingness to actively participate in the coaching process. The study aimed to get a comprehensive understanding of the dynamics of the coach-athlete relationship in Chinese university team sports by including coaches with diverse backgrounds and experiences.

The purposive sampling method was employed to ensure that the selected athletes and coaches possessed the necessary traits to effectively address the research questions, thereby facilitating a thorough investigation of the coach-athlete interaction in the unique context of Chinese university team sports.

6. Instrumentation

The study included a comprehensive questionnaire designed particularly to assess the coach-athlete relationship and its impact on performance in team sports. The design of this questionnaire was derived from the existing corpus of information about coach-athlete interactions, sports psychology, and team performance. The process of selecting constructs and questions from the literature was carried out meticulously to ensure that the questionnaire accurately covered pertinent dimensions and concepts. To enhance the accuracy and clarity of the questionnaire, a team of experts in sports psychology, coaching, and research methodologies conducted a thorough examination and revision of its content. Prior to starting the main data collection phase, a preliminary evaluation was conducted with a restricted sample of athletes and coaches. The purpose of this pilot test was to assess the clarity, comprehensibility, and effectiveness of the questionnaire. Based on the feedback received, suitable adjustments and improvements were made. The final questionnaire underwent rigorous validation procedures, such as factor analysis and reliability testing, to ensure its reliability and validity in evaluating the targeted components. The survey included many domains, such as demographic data, evaluation of the coach-athlete rapport, assessment of team sport achievement, and open-ended inquiries aimed at gathering both quantitative and qualitative information. The utilization of this robust tool proved to be an indispensable resource in gathering data and gaining a more profound comprehension of the complexities of the coach-athlete interaction, as well as its influence on the overall performance of team sports within the specific context of this research project.

To determine whether the parametric test will be used to address the research objectives, a normality test, namely the Shapiro-Wilk test, will be performed. Parametric testing is used when the p-values are greater than .05. If the p-values are less than .05 and the data is not normally distributed, nonparametric tests will be used.

The research questions posted in this study are revisited. As a result, the findings, as well as their interpretation and analysis, are presented.

Preliminary Analysis

Reliability

Table A presents the reliability measurement, particularly the Cronbach's alpha of the scale, of the coach-athlete relationship that was measured based on communication, trust and respect, motivation, mentorship, empathy, transparency, role clarity, and ethical behavior. Cronbach's alpha, abbreviated as CA, is a statistic used to assess construct reliability or internal consistency. (Roldan & Sanchez-Franco, 2012; Kock, 2015). For Cronbach's alpha to be able to determine whether or not a measurement is reliable, the value of the measurement being analyzed must be equal to or greater than 0.70 (Fornell & Larcker, 1981; Nunnally, 1978). The analysis of the data showed that all of the domains satisfied the criterion for reliability and were considered to be good items with good internal consistency, with CA values ranging between 0.91 and 0.96.

Table A. Reliability Measurement - Coach-Athlete Relationship (Cronbach's Alpha)

Construct	Cronbach's Alpha	No. of Item/s Deleted	No. of Items
Communication	0.92	0	10
Trust and Respect	0.96	0	10
Motivation	0.96	0	10
Mentorship	0.94	0	10
Empathy	0.93	0	10
Transparency	0.91	0	10
Role Clarity	0.92	0	10
Ethical Behavior	0.95	0	10

Table B. Normality Test

	N	Shapiro-Wilk	
		W	p
Communication	262	0.67	< .001
Trust and Respect	262	0.70	< .001
Motivational support	262	0.66	< .001
Mentorship	262	0.63	< .001
Empathy	262	0.66	< .001
Conflict Resolution	262	0.67	< .001
Role Clarity	262	0.66	< .001
Ethical Behavior	262	0.65	< .001

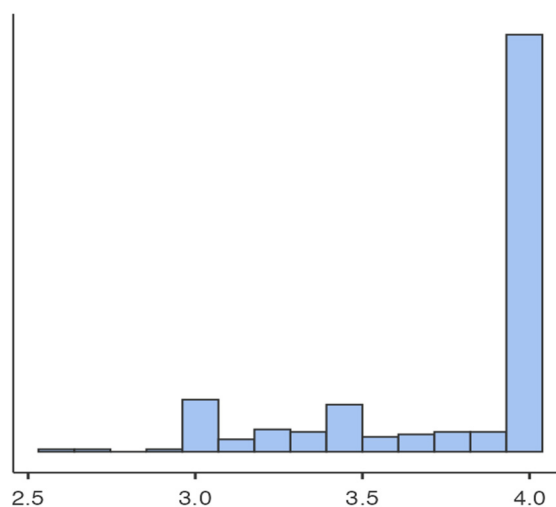


Fig 1. The histogram

Since all the generated p-values for the Shapiro-Wilk test are greater than 0.05, indicating that the scores are normally distributed, Similarly, based on the histogram, the data is

highly skewed. Hence, to determine if there is a significant difference among the variables, parametric tests such as the Mann-Whitney U and Kruskal-Wallis tests were employed.

7. RESULTS, ANALYSIS, AND INTERPRETATION

This chapter contains a tabular representation of the data collected, as well as its analysis and interpretation. The conclusions in this section are based on a statistical analysis performed with jamovi 2.3.19.

Profile of the Respondents

Table 1. Frequency and Percentage of Demographic Profile

Sex	Counts	% of Total
Female	59	23 %
Male	203	77 %

Type of Team Sports	Counts	% of Total
Free Combat	9	3 %
Badminton	3	1 %
Basketball	93	35 %
Calisthenics	4	2 %
Canoe and Rugby	3	1 %
Soccer	110	42 %
Volleyball	40	15 %

Table 1 displays descriptive data on the frequencies and percentages of selected athletes' demographic profiles in terms of assigned sex and type of team sport. According to the tabulated data, 23% were female and 77% were male, indicating that men make up the vast majority of respondents. In terms of sports teams, 3% were in free combat, 1% were in badminton, canoe, and rugby teams, respectively, 35% were in basketball, 2% were in calisthenics, 42% were on soccer teams, and 15% were on volleyball teams. This indicates that the majority of the volleyball coaches are from the soccer team.

It's noticeable that there is a clear gender disparity among the respondents, with a significant majority (77%) being male, while only 23% are female. Gender Dynamics in Coach-Athlete Relationships and Their Impact on Team Performance This section highlights the importance of studying gender dynamics within coach-athlete relationships and their potential influence on team performance. Further investigation is needed to explore possible differences and understand their implications. Secondly, the prevalence of soccer teams in the sample, accounting for 42% of the respondents, suggests that soccer is adequately represented in the study. Prevalence and Its Influence on Coach-Athlete Relationships and Team Performance The prevalence of certain factors can have an impact on the findings of a study regarding coach-athlete relationships and team performance. It is important to take into account the specific context of the sport when interpreting the results.

Furthermore, the study includes a variety of team sports, such as basketball, free combat, and rugby, which represents

a diverse sporting landscape. Diversity in sports allows researchers to conduct comparative analyses to explore if coach-athlete relationship dynamics and their impact on team performance vary across different sports. This provides valuable insights into the distinct aspects of each sport's context. The study's emphasis on volleyball teams, which represents 15% of the participants, and the potential overlap of coaches between volleyball and soccer teams, offers an intriguing area for further exploration. The study provides a distinct perspective on how coaches handle relationships and performance in teams from various sports, revealing the flexibility and adaptability of coaching methods.

Assessment of the Athletes of their Coach-Athlete Relationship

7.1. Communication

Table 2 summarizes the assessment of the athletes' coach-athlete relationship in terms of communication. Based on a composite mean of 3.77 and a standardized deviation of 0.36, the relationship is highly evident, and they strongly agree that the coach efficiently communicates, providing clear directions and comments that are easily understood by them ($M = 3.85$), that he or she effectively communicates team strategy and objectives in a succinct and comprehensible manner ($M = 3.84$), and that the act of communicating with their coach has been shown to have a positive impact. Furthermore, they strongly agree that the coach consistently provides timely and valuable feedback following training sessions and competitive events ($M = 3.77$) and employs a variety of communication modalities to effectively transmit knowledge ($M = 3.77$).

The study of athletes' thoughts of their coach-athlete connection in terms of communication revealed that Indicator 1, which measures the coach's ability to effectively communicate by delivering clear directives and comments that are easily understood, had the highest mean score of 3.85. This finding suggests that athletes have a very favorable view of their coach's communication abilities, acknowledging their capacity to proficiently transmit unambiguous instructions and remarks that are readily comprehensible. This discovery highlights the coach's ability to facilitate efficient communication within the coach-athlete relationship, underlining the significance of clear and understandable communication in building a good connection and helping athletes understand instructions and plans.

In contrast, Indicator 10, which states "The coach always maintains a cheerful and encouraging demeanor throughout our discussions," had the lowest mean score of 3.71. Although this average still falls within the "Agree (Moderately Evident)" category, it indicates that players believe there is scope for enhancing their coach's attitude during conversations. It is crucial to have a constantly positive and inspiring demeanor in order to inspire players and foster a nurturing atmosphere in the coach-athlete dynamic. This discovery emphasizes an area in which the coach might possibly improve their relationships with players to provide a more supportive environment that promotes athlete motivation and well-being. The evaluation indicates that players typically possess a favorable perception of their coach's communication skills. Nevertheless, there is room for improvement in the coach's approach during conversations, highlighting the need of keeping a supporting and encouraging attitude to further strengthen the coach-athlete connection.

Table 2. Assessment of the Athletes of their Coach-Athlete Relationship in terms of Communication

Indicators	Mean	SD	Verbal Interpretation	Rank
1.The coach efficiently communicates, providing clear directions and comments that are readily comprehensible to me.	3.85	0.37	Highly Evident	1
2.The coach effectively communicates team strategy and objectives in a succinct and comprehensible manner.	3.84	0.36	Highly Evident	2
3.I get a sense of ease when it comes to articulating my views and apprehensions to my coach.	3.71	0.50	Highly Evident	10
4.During team conversations, my coach demonstrates active listening by attentively considering and acknowledging my contributions.	3.75	0.43	Highly Evident	7.5
5.The act of engaging in communication with my coach has been shown to have a positive impact on my athletic performance.	3.78	0.43	Highly Evident	3
6.The coach consistently offers punctual and valuable input subsequent to training sessions and competitive events.	3.77	0.45	Highly Evident	4.5
7.The coach promotes the practice of fostering free discussion among team members.	3.75	0.47	Highly Evident	7.5
8.The coach use a diverse range of communication modalities to effectively transmit knowledge.	3.77	0.43	Highly Evident	4.5
9.The coach effectively conveys the team's expectations.	3.76	0.45	Highly Evident	6
10.The coach always maintains a cheerful and encouraging demeanor throughout our discussions.	3.74	0.48	Highly Evident	9
COMPOSITE MEAN	3.77	0.36	Highly Evident	

Legend: 1.00-1.50: Strongly Disagree (Not Evident at All); 1.51-2.50: Disagree (Slightly Evident); 2.51-3.50; Agree (Moderately Evident); 3.51-4.00: Strongly Agree (Highly Evident)

The research article, "Coach Really Knew What I Needed and Understood Me Well as a Person: Effective Communication Acts in Coach-Athlete Interactions among Korean Olympic Archers" by Kim and Park (2020), provides valuable insights that enhance understanding of communication within the coach-athlete relationship. This qualitative study investigates the importance of communication between players and coaches in different sports situations, focusing specifically on Korean Olympic archers. It is consistent with the present study's focus on the crucial importance of good communication and its influence

on athletes' performance, self-awareness, self-confidence, and motivation. The Korean archery research specifically examines scenarios in which players consider communication with coaches to be crucial, such as when coping with psychological crises and managing equipment. The results of this study emphasize the widespread significance of coach-athlete communication across many sports and underscore the need for coaches to have proficient communication abilities in order to favorably impact players' overall welfare and performance.

7.2. Trust and Respect

Table 3. Assessment of the Athletes of their Coach-Athlete Relationship in terms of Trust and Respect

Indicators	Mean	SD	Verbal Interpretation	Rank
1.It is my contention that my coach has confidence in my athletic capabilities.	3.69	0.52	Highly Evident	10
2.The coach demonstrates a high degree of care for all members of the squad, irrespective of their individual ability levels.	3.71	0.52	Highly Evident	7
3.The coach places a high level of importance on the thoughts and contributions that I provide to the squad.	3.70	0.50	Highly Evident	8.5
4.The presence of trust between myself and my coach has a beneficial influence on my performance.	3.74	0.46	Highly Evident	4.5
5.The coach demonstrates a consistent and equitable treatment towards all members of the squad.	3.70	0.52	Highly Evident	8.5
6.I possess a strong belief in the decision-making abilities of my coach.	3.73	0.45	Highly Evident	6
7.The coach demonstrates a high level of regard for the personal boundaries and privacy of the individual.	3.75	0.43	Highly Evident	2.5
8.The establishment of trust within the coach-athlete connection contributes to the enhancement of team dynamics.	3.78	0.43	Highly Evident	1
9.The coach places a high importance on the variety shown by the members of our squad.	3.75	0.44	Highly Evident	2.5
10.I see a sense of respect and worth as a person from my coach.	3.74	0.47	Highly Evident	4.5
COMPOSITE MEAN	3.73	0.40	Highly Evident	

Legend: 1.00-1.50: Strongly Disagree (Not Evident at All); 1.51-2.50: Disagree (Slightly Evident); 2.51-3.50; Agree (Moderately Evident); 3.51-4.00: Strongly Agree (Highly Evident)

The assessment of the respondents' coach-athlete relationship in terms of trust and respect is summarized in Table 3. The variable had a composite mean score of 3.73 and a standardized deviation of 0.40 based on the tabulated data. The results show that the athletes strongly agree that the establishment of trust within the coach-athlete connection contributes to the enhancement of team dynamics (M = 3.78), that the coach has a high regard for the individual's personal boundaries and privacy (M = 3.75), and that the coach places a high value on the variety displayed by the squad members (M = 3.75). Similarly, they are unanimous in their belief that the presence of trust between themselves and their coach has a positive impact on their performance (M = 3.74), and they perceive a sense of respect and worth as a person from their coach (M = 3.74).

The highest average score of 3.78 is linked to Indicator 5, which evaluates players' opinions of trust and respect in their coach-athlete relationship. The coach consistently and fairly treats all members of the group. This discovery indicates that players regard their coach as regularly demonstrating fairness and equality towards all members of the team. This highlights a favorable impression of the coach's impartiality and respect for each athlete, which in turn cultivates a feeling of trust and respect within the team. Ensuring fair treatment is crucial for fostering a unified team dynamic, where each athlete is esteemed and appreciated, irrespective of their particular capabilities, hence promoting a harmonious team culture.

In contrast, the composite mean score, which represents the overall evaluation of trust and respect in the coach-athlete relationship, has the lowest mean score of 3.69. Although this score is categorized as "Agree (Moderately Evident)," it suggests that there is potential for enhancing trust and respect in the relationship between the coach and athlete. Trust and respect are fundamental components of a successful coach-athlete relationship, essential for establishing a nurturing and inspiring atmosphere for players. Coaches should consistently work to improve these elements, since they have a crucial influence on player performance and overall welfare. The results indicate that athletes view their coach as highly

proficient in consistently treating all team members with fairness and equality. However, there is room for enhancing the development of a comprehensive environment of trust and respect in the coach-athlete relationship. These qualities are essential for cultivating a favorable team culture and improving athlete performance.

The research conducted by Lee et al. (2023), titled "The Effect of Coach-Athlete Fit on the Coach-Athlete Relationship in Team Sport: Role of Trust in Coach," shows data that clearly corroborate and endorse the current study's emphasis on trust and its ramifications in the coach-athlete relationship. The study investigates the structural connection between confidence in the coach, coach-athlete fit, and the coach-athlete relationship, focusing specifically on soccer players. A noteworthy discovery from their research aligns with the core concept of trust as a crucial factor in the coach-athlete interaction. The authors underline that trust in the coach plays a crucial role in determining the quality of the coach-athlete connection, which supports the findings of the present research about the significance of trust.

In addition, the study provides a crucial idea by examining the role of confidence in the coach as a mediator between coach-athlete fit and the coach-athlete relationship. This suggests that trust is crucial in establishing a connection between the coach and athlete and in determining the overall quality of their relationship. This finding aligns with the wider significance of trust in the interaction between coach and athlete, affirming the notion that trust is not only essential but also serves as a mediator that may improve the overall quality of the coach-athlete dynamic. Coaches and players should acknowledge the crucial significance of trust in cultivating successful relationships, team unity, and ultimately, enhanced athletic performance. The results from Lee et al.'s research together provide important support and enhance the present study's comprehension of the complex function of trust in the coach-athlete interaction.

7.3. Motivation

Table 4. Assessment of the Athletes of their Coach-Athlete Relationship in terms of Motivation

Indicators	Mean	SD	Verbal Interpretation	Rank
1.The coach's provision of inspiration serves as a catalyst for inspiring me to exert my utmost effort.	3.75	0.45	Highly Evident	5.5
2.The coach demonstrates acknowledgement and appreciation for both individual and collective accomplishments.	3.74	0.48	Highly Evident	9
3.The team's morale is enhanced through motivational speeches delivered by our coach.	3.76	0.45	Highly Evident	3.5
4.The coach sets ambitious objectives that serve as a source of motivation for my own growth and development.	3.75	0.46	Highly Evident	5.5
5.The provision of encouragement from my coach serves to augment my self-confidence.	3.76	0.46	Highly Evident	3.5
6.The coach effectively cultivates a robust work culture and unwavering commitment among the squad.	3.75	0.48	Highly Evident	5.5
7.The coach cultivates a constructive and inspiring team environment.	3.78	0.43	Highly Evident	1
8.I am determined to surmount obstacles and failures with the assistance of my coach.	3.75	0.45	Highly Evident	5.5
9.My coach facilitates the recognition of the significance of diligent effort and unwavering commitment.	3.73	0.48	Highly Evident	10
10.The good effect exerted by my coach's motivation significantly enhances my level of dedication to the squad.	3.77	0.45	Highly Evident	2
COMPOSITE MEAN	3.75	0.40	Highly Evident	

Legend: 1.00-1.50: Strongly Disagree (Not Evident at All); 1.51-2.50: Disagree (Slightly Evident); 2.51-3.50; Agree (Moderately Evident); 3.51-4.00: Strongly Agree (Highly Evident)

Table 4 summarizes the respondents' motivational assessment of the coach-athlete relationship. It generated a composite mean score of 3.75 and a standardized deviation of 0.40. The findings show that the athletes strongly agree that their coach fosters a constructive and inspiring team environment ($M = 3.78$), that the positive effect of their coach's motivation significantly increases their level of dedication to the squad ($M = 3.77$), and that motivational speeches delivered by their coach boost team morale ($M = 3.76$). Furthermore, it appears that they are unanimous in their belief that encouragement from their coach serves to boost their self-confidence ($M = 3.76$) and that inspiration serves as a catalyst for inspiring them to exert their maximum effort ($M = 3.75$).

The research uncovers significant discoveries in the evaluation of players' opinions of their coach-athlete connection in relation to motivation. Indicator 7 had the highest mean score of 3.78, suggesting that players have a strong perception of their coach's ability to create a positive and motivating team atmosphere. This discovery emphasizes the crucial role that coaches have in creating a favorable and inspiring environment within the team, which may greatly impact player morale and performance. Coaches that have exceptional skills in establishing such a conducive atmosphere has the ability to motivate their team members to achieve their utmost potential, so making a favorable impact on the overall performance of the team.

On the other hand, Indicator 8 has the lowest average score of 3.73, indicating that athletes have somewhat less resolve to overcome hurdles and setbacks with the help of their coach. Although it falls within the "Highly Evident" level, this suggests a possible opportunity for enhancing athlete motivation to overcome hurdles. Coaches should prioritize improving their capacity to assist and motivate athletes during challenging periods, ensuring that athletes sustain their will and fortitude in the midst of adversity.

The results indicate that players see their coach as very proficient in establishing a stimulating team atmosphere, highlighting the coach's crucial role in fostering motivation. Nevertheless, there is potential for improvement in terms of assisting athletes in surmounting barriers and setbacks, emphasizing the continuous need for coaches to provide steadfast support and motivation under difficult circumstances to optimize athlete performance and well-being.

The study conducted by Nascimento (2020), which investigated the impact of the coach-athlete relationship (CAR) on the motivation of young student-athletes in Brazil, provides valuable support and aligns with the current study's findings on the relationship between motivation and the coach-athlete dynamic. Both studies agree that the quality of the CAR has a significant influence on athletes' motivation, and a positive link has important consequences.

Upon comparing the two research, it is evident that their results align closely. The study found that student-athletes who perceived a high quality of coach-athlete relationship (CAR) had increased levels of identified, integrated, and intrinsic regulations. This conclusion is very consistent with the present study's investigation of different aspects of motivation. Moreover, both research examine several forms of motivation control, including internal, recognized, and external restrictions. Nascimento Junior et al. demonstrate that the caliber of coach-athlete connection (CAR) has a

beneficial impact on both controlled and autonomous motivations, underscoring the notion that a good CAR plays a crucial role in fostering motivation within the school sports setting.

The conclusions derived from these corresponding findings are significant. The statement emphasizes the global importance of the coach-athlete connection and its crucial role in motivating athletes. A strong focus on establishing a good connection based on admiration, respect, trust, and affinity plays a crucial role in boosting athletes' motivation. Coaches throughout the globe should pay attention to this collective knowledge, understanding that promoting strong coach-athlete relationships (CARs) may result in increased motivation among student-athletes, eventually improving their performance and overall sports experience. These results highlight the worldwide relevance of investing in good coach-athlete relations to promote athlete motivation and well-being. This research supports and enhances the findings of the present investigation by reiterating the crucial link between the coach-athlete relationship's quality and athlete motivation. The beneficial impact of these interactions seems to be a widespread occurrence with significant consequences for the field of sports coaching and the growth of athletes.

7.4. Mentorship

Table 5 presents the assessment of the coach-athlete relationship in terms of the mentorship perceived by a group of student-athletes. The descriptive statistics revealed a composite mean score of 3.78 and a standard deviation of 0.38, implying that the respondents unanimously and strongly agree that the coach imparts significant thoughts and experiences that contribute to the development of their athletic abilities ($M = 3.83$), that he assumes the role of a mentor, providing valuable guidance and counsel to facilitate both personal and athletic growth ($M = 3.80$), and that they are at ease with him ($M = 3.80$). Moreover, it is clear that their coach provides unwavering support for their long-term goals and ambitions in athletics ($M = 3.78$) and demonstrates a strong commitment to fostering their overall growth as an athlete ($M = 3.77$).

The research uncovers significant discoveries in the evaluation of players' perspectives of their coach-athlete connection, specifically in terms of mentoring. Indicator 3 had the highest mean score of 3.83, suggesting that players significantly appreciate the coach's position as a mentor who shares valuable insights and experiences that enhance their athletic ability. This discovery emphasizes the significance of mentoring in the development of athletes, indicating that coaches who properly take on this responsibility may have a tremendous influence on the progress of their athletes.

In contrast, Indicator 4 has the lowest average score of 3.75, indicating that players have somewhat less conviction in the important impact of their coach's mentoring on decision-making, both inside and beyond the field of athletics. Although falling within the "Highly Evident" category, this suggests a possible opportunity for coaches to improve their mentoring abilities in helping players not only in sports, but also in life choices. Coaches should strive to cultivate a more extensive influence that extends beyond the realm of sports.

The results indicate that players hold coaches in high regard when they fulfill the role of mentors, offering important counsel and support throughout their athletic endeavors. Mentorship is widely recognized as a vital

component in the development of athletes. Nevertheless, there is potential for improvement regarding the coach's impact on athletes' decision-making outside the realm of athletics. This underscores the need of coaches broadening their position as mentors to address many facets of players' life.

The research conducted by Haugan et al. (2021) offers vital support and a comparative viewpoint to the first study, elucidating the importance of mentoring in the coach-athlete interaction. Both studies emphasize the coach's position as a

mentor as a crucial element of the coach-athlete interaction. The first survey reveals that players place great importance on the mentoring offered by their coaches in terms of transmitting key insights and experiences to enhance their athletic skills. This discovery is consistent with the findings of Haugan et al., who observed that coaches who participated in mentoring programs reported a significant improvement in their impressions of the relational connections they had with their players.

Table 5. Assessment of the Athletes of their Coach-Athlete Relationship in terms of Mentorship

Indicators	Mean	SD	Verbal Interpretation	Rank
1.The coach assumes the role of a mentor, offering valuable guidance and counsel to facilitate both personal and athletic growth.	3.80	0.41	Highly Evident	2
2.I am at ease with the prospect of seeking mentoring from my coach in relation to my professional pursuits in the field of athletics.	3.79	0.43	Highly Evident	3
3.The coach imparts significant thoughts and experiences that contribute to the development of my athletic abilities.	3.83	0.40	Highly Evident	1
4.The mentorship provided by my coach has a good influence on my decision-making both inside and beyond the realm of sports.	3.75	0.45	Highly Evident	10
5.My coach provides unwavering support for my enduring objectives and ambitions in the realm of athletics.	3.78	0.43	Highly Evident	4
6.I saw my coach as a paragon and guide in my pursuit of athletic excellence.	3.76	0.43	Highly Evident	7.5
7.The coach demonstrates a strong commitment to fostering my comprehensive growth as an athlete.	3.77	0.45	Highly Evident	5.5
8.The provision of mentorship by my coach significantly contributes to the development of my comprehension of the sport.	3.76	0.45	Highly Evident	7.5
9.I have confidence in the guidance provided by my coach's mentoring, since it is vital in facilitating the realization of my utmost capabilities.	3.76	0.43	Highly Evident	7.5
10.The guidance provided by my coach has had a profound influence on several aspects of my life, extending beyond the realm of athletics.	3.77	0.43	Highly Evident	5.5
COMPOSITE MEAN	3.78	0.38	Highly Evident	

Legend: 1.00-1.50: Strongly Disagree (Not Evident at All); 1.51-2.50: Disagree (Slightly Evident); 2.51-3.50; Agree (Moderately Evident); 3.51-4.00: Strongly Agree (Highly Evident)

The current finding reveals that Indicator 4 had the lowest mean score, suggesting that players perceive a little diminished impact of coach mentoring on their decision-making outside of the athletics realm. Although it falls inside the "Highly Evident" category, this indicates an opportunity for coaches to enhance their mentoring abilities. While Haugan et al.'s research does not specifically examine decision-making outside of sports, it does emphasize the capacity of coach education programs to enhance coaches' perspectives on the coach-athlete relationship and their abilities in communication.

The conclusions derived from the collective discoveries emphasize the significance of mentoring in the coach-athlete dynamic and the capacity for coaches to improve their mentorship abilities to effectively influence players' growth, both in their athletic pursuits and personal choices. Coaches are advised to acknowledge the significant impact they can have on athletes via mentoring and to expand their mentorship role beyond sports, promoting a comprehensive approach to athlete development.

To summarize, Haugan et al.'s research corroborates and enhances the results of the first study by highlighting the importance of mentoring in the coach-athlete connection and the capacity of coach education programs to improve this element (Haugan et al., 2021). These collective observations

highlight the significance of mentoring in the development of athletes and underline the need for coaches to consistently enhance their mentorship abilities in order to enhance the overall growth of athletes.

7.5. Empathy

Table 6 summarizes a group of student-athletes' perceptions of the coach-athlete relationship in terms of empathy. The descriptive statistics revealed a composite mean score of 3.77 and a standard deviation of 0.38, implying that the respondents unanimously and strongly agree that cultivating empathy in their interactions with their coach contributes to the establishment of trust and rapport (M = 3.80), that the coach demonstrates empathy by comprehending the user's emotions and apprehensions (M = 3.78), and that the coach considers the welfare of players when formulating policies (M = 3.78). This also implies that the presence of empathy demonstrated by their coach has a positive impact on both their motivation levels and dedication to the task at hand (M = 3.78) and that that coach demonstrates empathy and encouragement in times of adversity (M = 3.76).

The research uncovers noteworthy results in the evaluation of players' opinions of their coach-athlete connection, specifically in terms of empathy. Indicator 7 had the highest

mean score of 3.80, suggesting that athletes place great importance on developing empathy in their interactions with their coach. This is because empathy helps to build trust and rapport. This discovery emphasizes the significance of empathy in establishing robust and trustworthy coach-athlete connections, which may have a beneficial influence on athlete growth and team dynamics.

In contrast, Indicator 2 is linked to the lowest average score of 3.74, indicating that athletes have relatively less comfort and readiness to share personal matters with their coach. Although it falls under the "Highly Evident" category, this suggests that coaches have an opportunity to enhance their abilities in fostering an inclusive and understanding atmosphere, where players feel at ease discussing personal issues. Coaches should focus on cultivating an environment characterized by trust and support, whereby players are motivated to engage in open communication.

In a nutshell, the results indicate that athletes have a high regard for coaches that exhibit empathy and provide support throughout their encounters. Empathy is widely recognized as a pivotal factor in the coach-athlete dynamic, playing a significant role in fostering trust and establishing a strong connection. Nevertheless, there is potential for improvement regarding the comfort of athletes in revealing personal matters, underscoring the need of coaches cultivating a compassionate and receptive atmosphere to facilitate effective communication and promote the well-being of players.

The study conducted by Choi et al. (2020) examines the correlation between coaching behavior, communication, the coach-athlete relationship, and athlete burnout. This study offers valuable support and an additional viewpoint to the present study's findings on the influence of the coach-athlete relationship on athlete outcomes.

Table 6. Assessment of the Athletes of their Coach-Athlete Relationship in terms of Empathy

Indicators	Mean	SD	Verbal Interpretation	Rank
1.The coach exhibits empathy by comprehending the user's emotions and apprehensions.	3.78	0.43	Highly Evident	2.5
2.I have a sense of ease and willingness to disclose personal issues to my coach.	3.74	0.47	Highly Evident	10
3.The coach demonstrates empathy and encouragement in times of adversity.	3.76	0.43	Highly Evident	5.5
4.The coach demonstrates an awareness and recognition of the emotional states and personal encounters of the team members.	3.75	0.44	Highly Evident	8.5
5.The presence of empathy shown by my coach plays a significant role in fostering a constructive team atmosphere.	3.75	0.45	Highly Evident	8.5
6.The coach demonstrates an active engagement in listening to and addressing the specific requirements of each athlete.	3.76	0.45	Highly Evident	5.5
7.The cultivation of empathy in my interactions with my coach contributes to the establishment of trust and rapport.	3.80	0.41	Highly Evident	1
8.The coach takes into account the welfare of players while formulating their coaching methodology.	3.78	0.43	Highly Evident	2.5
9.The presence of empathy shown by my coach has a beneficial impact on both my motivation levels and dedication to the task at hand.	3.78	0.41	Highly Evident	2.5
10.I have a positive regard for the empathic method used by my coach in the realm of coaching.	3.76	0.44	Highly Evident	5.5
COMPOSITE MEAN	3.77	0.38	Highly Evident	

Legend: 1.00-1.50: Strongly Disagree (Not Evident at All); 1.51-2.50: Disagree (Slightly Evident); 2.51-3.50; Agree (Moderately Evident); 3.51-4.00: Strongly Agree (Highly Evident)

Both studies highlight the crucial significance of the coach-athlete connection in influencing athlete experiences and results. Choi et al.'s research found that coaching that promotes autonomy has a good correlation with communication and, therefore, the connection between coach and athlete. On the other hand, coaching that is controlling has a negative effect on communication and leads to player burnout. This is consistent with the results of the current study, which found that positive indicators of the coach-athlete relationship are linked to higher averages in different areas, such as motivation, trust, and mentorship. Conversely, lower averages in the coach-athlete relationship domain are linked to negative experiences for athletes.

In addition, Choi et al.'s research demonstrates that team communication and the coach-athlete relationship play a mediation role in the connection between coaching conduct and athlete burnout. This study supports the idea that good communication and a positive relationship between coach and

athlete can help prevent athlete burnout. The study examines different aspects of the coach-athlete relationship and how they affect the well-being and motivation of athletes.

The conclusions derived from these collective discoveries emphasize the complex and diverse characteristics of the coach-athlete connection and its significant impact on the achievements of athletes. Coaches should acknowledge the significance of embracing coaching techniques that promote autonomy, cultivating effective communication, and developing good connections with athletes in order to reduce athlete burnout and improve athlete motivation, trust, and general well-being.

Choi et al.'s research provides more support for the results of the present study by emphasizing the importance of the coach-athlete connection and how it influences coaching behavior, communication, and athlete outcomes (Choi et al., 2020). The collective findings underscore the importance of coaches embracing constructive coaching methods and

fostering robust connections to enhance athlete well-being and motivation while decreasing the risk of burnout (Choi, Jeong, & Kim, 2020).

8. Conclusion

1.The sample distribution indicates a predominance of male responders, with soccer being the sport that is most often represented. The inclusion of this demography should be taken into account when analyzing the results, since it has the potential to impact the applicability of the findings.

2.The coaches' skills are positively reflected by athletes' favorable opinions across several facets of their coach-athlete relationship. Coaches are successfully performing their tasks in communication, motivation, mentoring, empathy, transparency, role clarity, and ethical conduct, as shown by their high scores in these areas.

3.The disparities in how coach-athlete interactions are seen depending on gender, with males expressing a more favorable encounter, may indicate the presence of gender dynamics in sports environments that need more scrutiny.

4.Although student-athletes have given the program favorable evaluations, they have recognized several concerns, such as difficulty in communication and issues with coaching style. These challenges indicate areas where coach training and development programs should be improved.

9. Recommendations

1.Implement gender-specific coaching programs to target the distinct communication and motivational variances seen among male and female athletes.

2.Ensure uniformity of fundamental coaching principles, such as ethical conduct and empathy, across all coaching certifications and educational programs.

3.Provide communication seminars specifically designed for coaches to effectively handle the unique requirements of individual athletes and foster a culture of open discourse among teams.

4.Offer training sessions to coaches to enable them to modify their coaching techniques to accommodate the varied personalities and learning preferences of athletes.

5.Integrate conflict resolution skills into coaching instruction to cultivate a team atmosphere that promotes respect and comprehension.

6.Incorporate mental health training for coaches and provide easily available psychological resources for players.

7.Create a secure and private feedback system for athletes to assess their coaches, providing specific guidance for their professional growth.

8.Engage in more investigation about the factors that contribute to gender-based disparities in coach-athlete relationships in order to enhance the establishment of fair and just policies.

9.Facilitate the ongoing enhancement of coaches' professional skills by fostering self-examination and collaborative dialogue to enhance coaching methodologies.

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