

The Role of Emotional Intelligence of Coaches and its Impact on Coaching Skills in Basketball

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Abstract: This research investigated the evaluation of basketball players in terms of their coaches' emotional intelligence and coaching abilities, as well as the correlation between coaches' emotional and social intelligence and their coaching skills. The study investigated how basketball coaches adjusted their teaching methodologies and tactics to cater to the emotional requirements and individual temperaments of diverse players. The results indicated that basketball players regularly evaluated their coaches well about emotional intelligence aspects, such as self-awareness, self-control, social sensitivity, and interpersonal skills. Coaches were evaluated well in several categories of coaching skills, including physical endurance, patience, strategic thinking, networking, leadership, meticulousness, empathy, observation, flexibility, and CPR. Nevertheless, the correlation studies revealed only feeble and statistically inconsequential connections between coaches' emotional and social intelligence and their coaching abilities. This implies that there may not be a clear correlation between emotional intelligence and specialized coaching abilities in these particular domains. The coaches' ideas for adapting to players' emotional needs and personalities include player evaluations, customized motivator techniques, adaptations to practice drills, and the cultivation of team dynamics. Coaches stressed the need to comprehend the distinct attributes and preferences of each athlete to provide a nurturing and efficient coaching atmosphere.

Keywords: Coach; Emotional Intelligence; Interpersonal Skills; Leadership; Self-awareness.

1. Introduction

Emotional and social intelligence have been identified as significant determinants of human relationships, personal growth, and professional achievement. These two constructions contain a variety of talents and abilities that extend beyond conventional assessments of intelligence, such as IQ, to embrace an individual's aptitude for comprehending, handling, and maneuvering through the intricacies of human emotions and social interactions (Goleman, 2018). In recent years, there has been a growing recognition of the importance of emotional and social intelligence across several fields, such as education, leadership, psychology, and workplace performance. The investigation of emotional and social intelligence encompasses more than just personal growth; it also involves comprehending the influence of these abilities on diverse interpersonal connections and situations. One notable area of significance is the field of sports coaching, whereby the connection between the coach and the athlete often serves as a fundamental component of team dynamics and achievement. The primary objective of this research is to explore the complex relationship between emotional and social intelligence in the realm of basketball coaching. More specifically, this study aims to investigate the potential impact of these intelligences on coaching abilities and, therefore, the overall performance of the team (Silva, 2023).

The concept of emotional intelligence refers to an individual's ability to recognize, understand, and manage their own emotions, as well as their Emotional intelligence, also known as EQ (Emotional Quotient), covers a variety of talents centered on the recognition, comprehension, regulation, and proficient use of emotions, both inside oneself and in relation to others. The abilities included in this framework consist of

self-awareness, which involves the ability to recognize and acknowledge one's own emotions (Editorial Team, 2023). Additionally, self-management refers to the capacity to regulate and control one's emotions effectively. Social awareness, on the other hand, entails the aptitude to empathize with and comprehend the feelings of others. Lastly, relationship management encompasses the skills necessary for establishing and sustaining healthy connections with others. Individuals who possess a high level of emotional intelligence have proficiency in perceiving and interpreting emotional signals, successfully managing emotional circumstances, and cultivating constructive interpersonal connections (Straw, 2023).

Additionally, this study aims to cater to the wider need of fostering athlete growth outside the realm of physical abilities. The development of emotional and social growth, resilience, and interpersonal skills has significant importance for athletes, including their athletic pursuits as well as their broader personal and professional lives. Coaches that have exceptional emotional and social intelligence has the ability to significantly impact these dimensions of their players' lives in a favorable manner. Furthermore, the research recognizes the crucial significance of coach-player interactions, which have a substantial influence on player motivation, dedication, and group unity, all of which together contribute to the overall success of the team.

This study is a valuable contribution to the dynamic discipline of sports psychology. This study offers a comprehensive analysis of the impact of psychological elements, including emotional and social intelligence, on both individual athletic performance and the dynamics within sports teams. The acquisition of this information has the potential to facilitate novel methodologies in the field of

sports psychology treatments, therefore augmenting the psychological and emotional welfare of athletes.

This research is supported by an increasing acknowledgment within the sports coaching field. It is recognized that good coaching encompasses more than just technical knowledge and strategic ability. This research asserts that the emotional and social intelligence of coaches are essential elements of their comprehensive skill set and have a significant impact on promoting the growth of athletes and achieving team success in the sport of basketball. There is a growing perception that coaches possess not just strategic acumen, but also exhibit emotional intelligence, enabling them to create a team climate that is both positive and helpful. Therefore, it is crucial to comprehend the connection between emotional and social intelligence and coaching abilities. This research seeks to explore the complex nature of this interaction by using a well-recognized theoretical framework known as Emotional Intelligence (EI) theory (Fig. 1).



Figure 1. Theoretical Framework

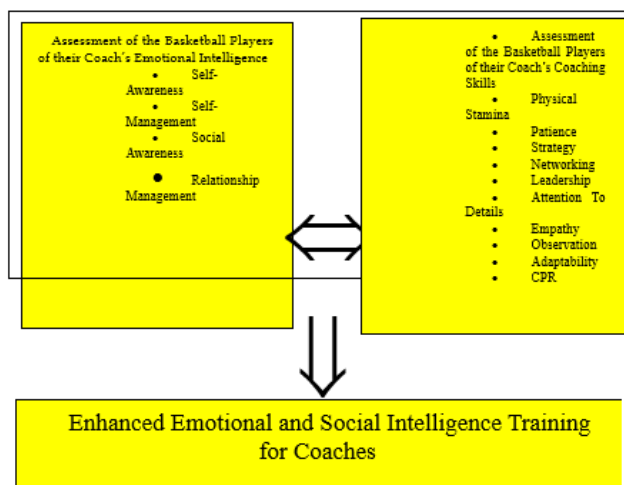


Figure 2. Research Paradigm

The study started with a methodical evolution, beginning with the assessment of emotional intelligence and coaching aptitude among basketball coaches. The primary objective of this research was to evaluate the emotional intelligence of coaches, with a specific emphasis on four fundamental aspects: self-awareness, self-management, social awareness, and relationship management. The research also examined the coaching skills of the coaches, which included various factors such as physical stamina, patience, strategic acumen, networking abilities, leadership qualities, attention to detail, empathy, observational skills, adaptability, and even essential life-saving techniques like CPR. The assessments were conducted based on the perspectives and personal experiences of basketball players who personally interacted with these coaches.

Subsequently, the research focused on investigating the intricate relationship that may possibly exist between coaches'

emotional and social intelligence and their coaching capabilities. This study attempted to use statistical analysis to examine the relationships between coaches' emotional and social intelligence levels and their teaching skills, as evaluated by their players. The aim of this study segment was to clarify potential relationships among these key components of coaching.

This research used qualitative investigations with quantitative analysis to acquire a deeper understanding of how basketball coaches adapted their teaching style and approaches to address the varied emotional needs and personalities of their players. Through the use of interviews and questionnaires, valuable insights were obtained, leading to a deeper understanding of how coaches successfully navigated the many emotional landscapes encountered by their players. Ultimately, after gaining a comprehensive understanding of the complex correlation between emotional and social intelligence and coaching skills, the study finished by offering a set of practical recommendations.

2. Methodology

This section features the comprehensive blueprint of the systematic approach to gathering and analyzing data, including the research design, data collecting methods, and data analysis methodologies.

2.1. Research Design

The chosen research strategy for this study was a descriptive correlational design, aiming to examine the relationship between the emotional and social intelligence of basketball coaches and their coaching skills as perceived by the players. The study aimed to investigate the correlation between different aspects of emotional intelligence, including self-awareness, self-management, social awareness, and relationship management, and coaching skills such as physical endurance, patience, strategic thinking, leadership, empathy, and other relevant factors.

The study selected the descriptive correlational research design as a viable and strong alternative. This design allowed a comprehensive analysis of the interaction between the coach and player in the context of basketball coaching. Furthermore, it guaranteed compliance with ethical standards and provided useful perspectives that may strengthen coach development programs and boost coaching efficacy.

2.2. Sampling Method

The research used a sampling method that included two distinct groups: basketball players who assessed their coaches' emotional and social intelligence, and basketball coaches who underwent interviews. A focused sampling technique was used to choose basketball players. This method included deliberately choosing people who met certain inclusion criteria, guaranteeing them direct contact to the instructors being examined. The eligibility criteria included those who were now or had recently been involved in the sport of basketball and had received instruction from the specified coaches within a certain timeframe. Moreover, these people had a substantial history of communication with the coach, and there was a wide-ranging representation across different age groups, skill levels, and positions within the squad. The procedure included identifying suitable participants, obtaining their informed agreement, and distributing assessment instruments to collect data on the emotional and social intelligence of their coaches.

Conversely, a purposeful sampling strategy was used to choose basketball coaches specifically for the purpose of conducting interviews. The objective was to include coaches with varying levels of emotional and social intelligence, enabling a comprehensive evaluation of coaching techniques and their capacity to cater to the emotional needs of players. The use of a dual method of deliberate sampling in this research ensured the incorporation of a diverse range of perspectives and experiences from both players and coaches. This method allowed a thorough examination of the relationship between emotional and social intelligence and coaching skills in the particular domain of basketball coaching.

2.3. Instrumentation

The research used a meticulously designed, tailor-made questionnaire as the principal instrument to test the emotional and social intelligence of basketball coaches, as evaluated by their players. The questionnaire was divided into two distinct sections, using established emotional intelligence frameworks and pertinent research as sources of inspiration. Before being fully implemented, the questionnaire underwent a thorough validation process, which including assessments of both the content and construct validity. In addition, a pilot test was carried out with a small group of participants, consisting of both players and coaches, to identify and resolve any possible concerns with the clarity of instructions, understandability of the work, and the time needed to complete it.

To determine whether the parametric test will be used to address the research objectives, a normality test, namely the Shapiro-Wilk test, was 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 are used.

Preliminary Analysis

Reliability

Tables (A) and (B) present the reliability measurement, particularly the Cronbach's alpha of the scales, emotional intelligence, as well as coaching skills. 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 the domains of the two (2) scales satisfied the criterion for reliability and were considered to be good items with good internal consistency. Specifically, emotional intelligence generated CA values between 0.93 and 0.94, while coaching skills obtained p-values ranging from 0.95 to 0.98.

The results of the Shapiro-Wilk test show that all of the p-values generated by the test are higher than 0.05, which indicates that the scores follow a normal distribution. As a consequence of this, a parametric test, such as the Pearson correlation, was utilized in order to ascertain whether or not there was a significant relationship between the variables.

Table (A). Reliability Measurement – Coach's Emotional Intelligence (Cronbach's Alpha)

Construct	Cronbach's Alpha	No. of Item/s Deleted	No. of Items
Self-Awareness	0.93	0	10
Self-Management	0.94	0	10
Social Awareness	0.94	0	10
Relationship Management	0.94	0	10

Table (B). Reliability Measurement – Coaching Skills (Cronbach's Alpha)

Construct	Cronbach's Alpha	No. of Item/s Deleted	No. of Items
Physical Stamina	0.95	0	10
Patience	0.96	0	10
Strategy	0.98	0	10
Networking	0.97	0	10
Leadership	0.97	0	10
Attention To Details	0.97	0	10
Empathy	0.96	0	10
Observation	0.97	0	10
Adaptability	0.96	0	10
CPR	0.97	0	10

Table C. Normality Test

	Shapiro-Wilk		
	N	W	p
Self-Awareness	623	0.95	0.051
Self-Management	623	0.92	0.062
Social-Awareness	623	0.90	0.055
Relationship Management	623	0.93	0.061
Physical Stamina	1001	0.97	0.099
Patience	1001	0.96	0.097
Strategy	1001	0.92	0.095
Networking	1001	0.95	0.096
Leadership	1001	0.99	0.099
Paying Attention to Details:	1001	0.92	0.062
Empathy	1001	0.90	0.055
Observation	1001	0.95	0.096
Adaptability	1001	0.92	0.062
Cardiopulmonary Resuscitation (CPR)	1001	0.90	0.055

2.4. Data Gathering Procedures

The data gathering strategies used in this research were meticulously designed to ensure the capture of high-quality data while also adhering to ethical requirements. In order to begin the process, basketball players who met certain inclusion requirements were recruited and given details on the research's purpose, as well as their role in assessing their

coaches' emotional and social intelligence. In order to secure the voluntary involvement of people, the researchers aggressively solicited informed consent from those who expressed a willingness to participate. Similarly, basketball coaches who satisfied the requirements for eligibility, had diverse backgrounds, and demonstrated different coaching methods were chosen and informed about the objectives of the study and the interview protocols. Prior to participating in the interviews, the participants were obligated to provide informed consent.

The primary element of the data gathering process revolved on the use of a tailored questionnaire, specifically created to assess the emotional intelligence of coaches and their coaching proficiency as perceived by players. The questionnaire underwent a rigorous validation process, which including assessments of content validity and construct validity, to ensure its reliability and suitability for the research. Prior to commencing the whole implementation, a pilot test was undertaken with a restricted number of players and coaches who were not involved in the primary study. The purpose of this pilot test was to collect feedback from participants about the clarity, comprehensibility, and completion time of the research, in order to make any required modifications.

The study also included a qualitative component, which included conducting interviews with coaches who had given their consent to participate. The interviews examined several facets of coaching, including methods, methodologies, and the coaches' emotional and social acumen. This investigation led to a deeper understanding of the coaches' interactions with players.

Throughout the data collecting process, the study team diligently followed ethical guidelines to safeguard the privacy, confidentiality, and welfare of the participants. This commitment included the settlement of any ethical inquiries that arose throughout the study process. The data collection methods mentioned above were designed to gather comprehensive insights into the relationship between emotional and social intelligence and coaching skills in the field of basketball coaching, while also upholding ethical principles.

2.5. Statistical Treatment

In this study, the statistical handling of data included a careful look at both quantitative and qualitative data in order to answer the research questions and test the theories. The process of analyzing the data was done in steps that were specific to the study goals and the type of data received.

Descriptive statistics were used to summarize and explain the numeric data from the self-made surveys given to both basketball players and teachers. This included things like the mean, the middle, the standard deviation, and the frequency distribution.

Inferential statistics were used to look at how variables were related to each other. In particular, these statistical tests were used:

Pearson's correlation coefficient or other relevant correlation methods were used to figure out the strength and direction of the relationship between emotional intelligence dimensions (self-awareness, self-management, social awareness, and relationship management) and coaching skills (physical stamina, patience, strategy, leadership, empathy, and so on).

Multiple regression analysis was used to find out how well

the different parts of emotional intelligence predict teaching skills as a whole. This study can help figure out which parts of emotional intelligence have the biggest effect on teaching skills.

2.6. Ethical Considerations

The study was conducted with a strong emphasis on ethical issues, especially when it included human participants. The study followed a strict set of ethical rules and considerations to guarantee the ethical execution of research on the correlation between emotional and social intelligence and coaching skills in basketball coaching. Prior to participation, explicit agreement was sought from all individuals involved, including both basketball players and coaches. The research's aims, procedures, possible dangers, and benefits were well explained, and participants gave signed informed permission, confirming their voluntary participation and complete comprehension of their engagement.

3. Results and Analysis

A tabular representation of the data that was collected, as well as its analysis and interpretation, can be found in this chapter. The results of a statistical analysis carried out using jamovi 2.3.19 form the basis for the conclusions presented in this section.

3.1. Assessment of the Basketball Players of their Coach's Emotional Intelligence

3.1.1. Self-Awareness

Table 1 summarizes the assessment of the basketball players' coach's emotional intelligence in terms of self-awareness, with a mean score of 3.60 and a standard deviation of 0.44. This implies that they strongly agree that their coach has a high level of self-awareness and the ability to acknowledge and identify their own emotions during coaching sessions ($M = 3.64$), that their coach is constantly introspective about their coaching approaches and efficacy ($M = 3.64$), and that he is willing to receive criticism and actively seeks avenues for improving their coaching abilities ($M = 3.63$). Furthermore, they agree that their coach is aware of their own strengths and weaknesses in their coaching practice ($M = 3.62$) and effectively communicates with the team about their coaching philosophy and objectives ($M = 3.61$).

The evaluation of basketball players' perspectives on their coach's emotional intelligence, specifically on self-awareness, yielded useful insights into the dynamics of coaching. The findings revealed that players usually perceive their coaches as possessing a significant degree of self-awareness during coaching sessions, which is a favorable outcome. Coaches demonstrate a willingness to accept criticism and aggressively pursue opportunities to improve their coaching skills, indicating a dedication to self-improvement. Furthermore, coaches regularly participate in introspection on their coaching methods and their effectiveness, showing a commitment to self-reflection.

Nevertheless, there are domains in which coaches may enhance their emotional intelligence. Players believe that coaches might enhance their comprehension of how their emotions impact their coaching decisions. This indicates that coaches may gain from delving deeper into this facet of emotional intelligence. In addition, while there is already a favorable atmosphere about feedback, coaches should further

encourage a feedback-oriented culture among players and actively listen to their viewpoints.

Table 1. Assessment of the Basketball Players of their Coach’s Emotional Intelligence in terms of Self-Awareness

Indicators	Mean	SD	Interpretation	Rank
1.The coach has a high level of self-awareness and exhibits the ability to acknowledge and identify their own emotions during coaching sessions.	3.64	0.50	Agree/ High	1.5
2.The coach has a keen awareness of their own strengths and flaws in their coaching practice.	3.62	0.52	Agree/ High	4
3.The coach demonstrates accountability by acknowledging and accepting responsibility for their faults.	3.59	0.52	Agree/ High	7
4.The coach demonstrates a willingness to receive criticism and actively pursues avenues for enhancing their coaching abilities.	3.63	0.50	Agree/ High	3
5.The coach has a profound comprehension of the influence of their emotions on their coaching judgments.	3.56	0.55	Agree/ High	8.5
6.The coach demonstrates self-awareness of their prejudices and makes a conscious effort to ensure fairness and equity among all players.	3.51	0.57	Agree/ High	10
7.The coach continuously engages in introspection about their coaching approaches and their efficacy.	3.64	0.51	Agree/ High	1.5
8.The coach demonstrates a high level of proficiency in effectively regulating their own emotions, especially in circumstances characterized by significant levels of stress.	3.56	0.56	Agree/ High	8.5
9.The coach effectively engages in transparent communication with the team on their coaching philosophy and objectives.	3.61	0.51	Agree/ High	5
10.The coach actively promotes a culture of feedback among players, encouraging them to offer comments on their coaching approach, and attentively listens to their perspectives.	3.60	0.51	Agree/ High	6
COMPOSITE MEAN	3.6	0.44	Agree/ High	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)

Ultimately, the findings underscore the importance of emotional intelligence in coaching. Coaches with elevated degrees of self-awareness and receptiveness to criticism are more capable of establishing robust coach-player connections and enhancing coaching efficacy. In order to improve the coaching experience, coaches should further develop their emotional intelligence, namely by comprehending the influence of emotions on their coaching choices and aggressively promoting player input. This continuous progress may enhance the overall coaching atmosphere and finally result in improved results in the field of basketball coaching.

The research conducted by Carden, Passmore, and Jones (2022) examined the significance of self-awareness in the advancement of coaches. Their study offers theoretical insights into the connections between self-awareness and the growth of coaches. They stress the importance of self-awareness as a fundamental skill for coaches. It is vital for establishing strong relationships with clients and boosting the coach's self-acceptance and confidence.

The results of their study are consistent with the existing research on self-awareness in evaluating the emotional intelligence of basketball coaches. Both findings emphasize the significance of self-awareness in coaching scenarios. In the context of basketball coaching, self-awareness refers to the coaches' capacity to recognize and discern their own emotions during coaching sessions, as shown by the elevated average score in the evaluation. In workplace coaching, self-awareness is closely connected to coaches' self-acceptance, confidence, and their ability to establish significant connections with clients.

Ultimately, the research conducted by Carden, Passmore, and Jones (2022) offers significant theoretical support for the importance of self-awareness in the growth of coaches. This complements the results obtained by evaluating the emotional intelligence of basketball coaches. Both studies underscore

the significance of self-awareness in coaching and stress the need for coaches to cultivate this skill in order to enhance their coaching effectiveness and establish meaningful connections with their stakeholders.

3.1.2. Self-management

Table 2 assesses the emotional intelligence of the basketball players' coach in terms of self-management. Based on tabulated data, it obtained a composite mean score of 3.56 and a standardized deviation of 0.46. This means that the players strongly agree that their coach regularly maintains a high standard of professionalism in their coaching practices (M = 3.60), effectively establishes explicit standards for the team's conduct and continuously enforces them (M = 3.59), and exhibits resilience and responds to setbacks with an optimistic demeanor (M = 3.58). Moreover, they strongly agree that their coach adjusts to unforeseen problems encountered in both game situations and practice sessions (M = 3.57) and demonstrates a high level of proficiency in effectively managing the emotional demands associated with coaching responsibilities while also maintaining a healthy balance with their personal life (M = 3.57).

The evaluation of basketball players' judgments about their coach's emotional intelligence, particularly in relation to self-control, has provided significant understanding of the coaching dynamics. The assessment findings reflect the coaches' expertise in several areas of self-management within the coaching setting. Players regularly see their coaches as upholding high levels of professionalism in their coaching techniques, highlighting the significance of professionalism in coaching. Furthermore, coaches are seen as very skilled in handling criticism and setbacks, skillfully transforming them into chances for individual and career development, which indicates a commendable level of resilience and flexibility.

Nevertheless, there are domains in which coaches may enhance their self-management abilities. The somewhat

reduced average scores on markers pertaining to resilience and flexibility imply that coaches should enhance their capacity to react to setbacks with a positive attitude. In addition, while coaches often exhibit proficient communication skills and flexibility in relaying changes in strategy and adjusting game plans, there is still room for improvement in these aspects to raise coaching efficacy even more.

These observations have two implications. Initially, they emphasize the need of self-management abilities in coaching, specifically in relation to professionalism, resilience, and flexibility. Coaches who constantly maintain high standards of professionalism and demonstrate perseverance in the face of difficulties provide a good coaching atmosphere that may be advantageous for both the coach and the players. Furthermore, the findings indicate that coach development programs should give priority to fostering self-management abilities, with a particular focus on promoting resilience, optimism, and effective communication in coaching environments.

Goffena and Horn (2021) conducted research to examine the correlation between players' impression of coach behavior and their ability to manage their own learning. The study focused on Division-I National Collegiate Athletic Association athletes. This study provides useful insights into the dynamics of coaching and the potential influence of coach conduct on player self-regulation. These results may be contrasted and integrated with existing studies on self-management in basketball coaching.

The study's findings also demonstrate a clear correlation between coaching that promotes autonomy and the athlete's ability to self-regulate. This discovery is congruent with the existing research on self-management in basketball coaching, which indicates that coaches who constantly exhibit serenity, flexibility, and professionalism are seen favorably by players. The statement implies that coaches who demonstrate autonomy-supportive conduct are more likely to promote self-regulated learning in their athletes, resulting in improved coaching results.

The consequences of this comparative examination are significant. Coaches in basketball and other sports may consider embracing autonomy-supportive coaching techniques, as it may enhance self-regulation and learning among their players. Coaches may improve athlete development and performance by creating an atmosphere that motivates players to assume responsibility for their own learning and decision-making. Moreover, this study highlights the need to acknowledge distinct variations in how athletes respond to coaching behavior and adapting coaching methods appropriately.

In a nutshell, the study adds to the existing research on self-management in basketball coaching by highlighting the importance of autonomy-supportive coaching in fostering athletes self-regulated learning. Coaches should contemplate embracing these teaching techniques to maximize athlete growth and enhance performance in sports, including basketball.

3.1.3. Social Awareness

The results shows the assessment of the basketball players of their coach's emotional intelligence in terms of social awareness, with a composite mean score of 3.56 and a standard deviation of 0.46. The results show that the athletes strongly agree that their coach fosters a team climate that promotes inclusivity and harmony ($M = 3.58$), and that he

demonstrates proficiency in interpreting nonverbal signals and body language in the context of both practice sessions and competitive matches ($M = 3.57$), and that he has a keen awareness of team dynamics and actively intervenes when tensions arise ($M = 3.57$). Similarly, they strongly agree that their coach actively promotes an open communication culture, fostering an environment in which players feel comfortable expressing their issues and offering solutions ($M = 3.57$) and has an exceptional ability to discern and understand the emotional states and moods of each individual player within the squad ($M = 3.56$). In a nutshell, the evaluation of basketball players' perspectives on their coach's social awareness underscores the crucial significance of inclusiveness, empathy, and transparent communication in coaching. Coaches should consistently endeavor to establish a nurturing and empathetic atmosphere, eventually resulting in enhanced team dynamics and the welfare of their players.

The study conducted by Corti et al. (2023) examined how athletes' personal values influence the connection between coaches' leadership behaviors and the personal and social skills of young basketball players. The findings clearly demonstrate that coaching behaviors have a substantial impact on athletes' skill development. The study emphasizes that coaching behaviors that focus on individual differences and autonomy, known as transformational coaching behaviors, may positively impact the development of personal and social skills in athletes.

Upon comparing these results with the present research on social awareness in coaching, a consistent theme emerges on the significance of acknowledging individual variances and customizing coaching methods to cater to the distinct requirements of athletes. Coaches who exhibit comprehension of their players' particular traits, either by promoting independence or perceiving emotional states, are more capable of establishing a favorable and all-encompassing team atmosphere in both experiments.

The conclusions derived from these investigations support the notion that coaches should consistently strive to improve their social awareness abilities. Through this approach, coaches may enhance their comprehension of their players' ideals, emotional requirements, and unique distinctions. Such comprehension may result in the establishment of a nurturing and cohesive team atmosphere, consequently enhancing athletes' proficiency growth and general welfare.

3.1.4. Relationship Management

In terms of relationship management, Table 4 shows how the basketball players rated their coach's emotional intelligence. Analysis of the descriptive statistics revealed a composite mean score of 3.59 and a standard deviation of 0.45. This implies that the athletes are in strong agreement that their coach adeptly conveys team objectives and cultivates a collective spirit among the members ($M = 3.62$), the coach has a high level of proficiency in motivating players to reach their maximum capabilities. ($M = 3.61$), and consistently offers constructive input to facilitate the improvement of athletes ($M = 3.60$). Similarly, they are in complete agreement that their coach forms strong, trusting relationships with each player on the team ($M = 3.59$) and gets pumped up when the team and individuals accomplish something ($M = 3.59$).

When evaluating how basketball players perceive their coach's emotional intelligence in terms of managing relationships, it is clear that coaches have a vital role in promoting team unity and motivation. The indicator with the highest average score of 3.62, namely Indicator 2 - "The

coach effectively communicates team objectives and fosters a sense of unity among team members," highlights the significance of transparent communication of team goals and the establishment of a cohesive team spirit. Coaches who demonstrate exceptional proficiency in these domains make a substantial contribution to cultivating a favorable team ambiance, hence augmenting the overall performance of the team and nurturing a cohesive spirit among players.

However, while being categorized as "High," the lowest average score of 3.50 for Indicator 10 - "The coach fosters a coaching atmosphere that cultivates a sense of worth and recognition among players" indicates that there is potential for development. Coaches should persist in cultivating an atmosphere in which every player is respected and recognized for their efforts. Such concentration may significantly enhance team morale and motivation.

In a nutshell, these findings highlight the importance of coaches' excellent relationship management in enhancing team dynamics and performance. In order to optimize team unity and player drive, coaches should give utmost importance to transparent communication of team goals, fostering a sense of togetherness, and consistently striving to make all players feel appreciated and acknowledged for their work.

The research conducted by Foulds et al. (2019) about the views of strength and conditioning coaches among high-performance athletes offers significant reinforcement to the existing results on relationship management in basketball coaching. The study examined how players perceive the character qualities and successful behaviors of their coaches, specifically focusing on the coaches' emotional intelligence and ability to manage relationships. The research conducted by Foulds et al. highlighted the significance of character characteristics and successful actions that promote a robust coach-athlete connection, as stressed by the players.

The findings affirm the significance of relationship management in coaching. The establishment of effective coach-athlete relationships, which are defined by trust, transparent communication, and conflict resolution, significantly influences players' impressions of their instructors as constructive and inspiring individuals. Coaches should persist in prioritizing these components of creating relationships in order to improve team dynamics and player motivation, as corroborated by both studies.

3.2. Assessment of the Basketball Players of their Coach's Coaching Skills

3.2.1. Physical Stamina

According to the descriptive statistics of the assessment of the basketball players' coach's coaching skills in terms of physical stamina, the composite mean score was 3.35, with a standard deviation of 0.46. This implies that the players agree that their coach's physical fitness sets a good example for the squad ($M = 3.44$), that their coach's stamina allows them to engage in effective and energetic instruction ($M = 3.41$), and that their coach's endurance benefits the squad's overall performance ($M = 3.40$). Furthermore, they believe that their coach's physical health is critical to the overall performance of their squad ($M = 3.39$) and that he has exceptional physical endurance during coaching sessions ($M = 3.38$).

The evaluation of basketball players' judgments about their coach's coaching abilities in relation to physical endurance reveals both strengths and areas that should be improved. It is worth mentioning that players really appreciate coaches who

set a good example, as seen by the highest average score recorded for Indicator 3, "The coach's physical fitness serves as a good example for the squad," which was 3.44. This discovery emphasizes the importance of coaches maintaining their physical fitness levels, as it has the potential to inspire and encourage players to prioritize their own fitness. Coaches who demonstrate excellent physical fitness may have a favorable impact on the team's general health and dedication to their job.

Nevertheless, it is crucial to recognize the potential for improvement shown by the lowest average score for Indicator 10, "The coach's strong physical stamina provides a significant benefit for our team," which has a mean score of 3.11. Although this score is considered average, it indicates that players do not see their coaches' physical endurance as a significant advantage for the team. Coaches have to contemplate tactics for enhancing their endurance and vitality throughout coaching sessions, as this might result in a more advantageous perception among athletes.

These results highlight the need of a comprehensive coaching strategy that includes not only tactical and strategic abilities, but also physical fitness and endurance. Coaches who demonstrate exceptional proficiency in several areas, including their own physical fitness, are more inclined to gain the admiration and confidence of their players, eventually leading to improved teaching efficacy. Additionally, it is important for coaches to acknowledge that their own physical fitness may have a significant impact on young athletes, as it can inspire them to adopt a healthy lifestyle and instill a sense of discipline within the team. This, in turn, can contribute to the growth of strong and resilient players. To summarize, coaches should persist in giving high priority to physical fitness as a fundamental aspect of their coaching abilities in order to motivate and guide their teams with effectiveness.

The research investigating the impact of a brief coaching program on improving basketball technical abilities, such as passing, shooting, and dribbling, offers useful insights that corroborate the existing results about coaching proficiency in terms of physical endurance (Ji et al., 2023). Upon comparing the outcomes, it is evident that the brief coaching program resulted in advancements in aerobic fitness and strength. Both the particular training group and the combined training group saw substantial increases. The specialized training cohort, dedicated only to basketball-specific abilities, showed a notable improvement of roughly 30% in both aerobic fitness and strength. The present data support the idea that coaches should prioritize their physical endurance and fitness.

Moreover, the research indicated that both groups had enhanced proficiency in basketball technical abilities, including passing, shooting, and dribbling, with a propensity for better advancement in the specialized training group. This discovery reinforces the need for coaches to have both physical endurance and technical proficiency in order to train basketball players efficiently. Coaches who demonstrate exceptional proficiency in both physical stamina and technical abilities are more inclined to enhance the overall progress of their athletes.

This research has two implications. Initially, it is important for coaches to acknowledge the importance of maintaining their physical fitness and endurance, as seen by the enhancements in aerobic fitness and strength noticed in the coaching program over a short period of time. Furthermore, it is important for coaches to strive to improve their technical coaching abilities, since this may have a substantial influence

on the proficiency of players in basketball-specific skills. By prioritizing both the physical and technical components, coaches may more effectively address the requirements of their players, resulting in a more complete and efficient coaching strategy in basketball.

3.2.2. Patience

The assessment of coaching skills in terms of patience is shown in Table 6, with a composite mean score of 3.37 and a standard deviation of 0.46. The findings could imply that the players agree that their coach is patient when instructing athletes in the acquisition of new abilities ($M = 3.40$), has a positive influence on the growth of players ($M = 3.40$), and generously allocates time for athletes to acquire knowledge and improve their skills ($M = 3.38$). Similarly, they also agree that their coach exhibits commendable patience in the face of difficult games or circumstances ($M = 3.38$) and that he facilitates a learning environment that allows for individualized pacing for participants.

The indicator with the highest average score was Indicator 1, where players said that their coach exhibits patience while teaching them new skills. This implies that players value instructors who dedicate sufficient time to mentor them in skill enhancement, without hastening the learning process. Coaches should maintain a focus on patience while teaching new abilities to ensure players comprehend them successfully.

Conversely, Indicator 2 had the lowest average score, suggesting that the coach effectively handles players' mistakes calmly and without showing any symptoms of frustration. Although this characteristic was rated lower, it still falls within the "average" range, suggesting that players typically regard their coaches as calm when they make errors. However, the suggestion here is that coaches should be aware of how they respond to players' mistakes and strive to continually remain calm, since this may have a good impact on players' self-assurance and development.

Collectively, the findings underscore the significance of exhibiting patience in the realm of coaching. Coaches that demonstrate patience during instruction, handle faults calmly, and dedicate enough time to skill development provide a more favorable learning environment for their students. Coaches must understand the importance of patience in the growth of players, as it may enhance their ability to acquire skills, boost their confidence, and foster a strong connection between coach and player.

In his essay "The Power of Patience: Coaching Athletes to Excellence," Dunbar (2023) offers significant insights on the crucial role of patience in coaching athletes. These insights are in line with the results of the assessment of coaching skills, specifically in relation to patience. Dunbar's post highlights the essential significance of patience in all facets of coaching. This alignment is especially apparent in domains such as establishing trust and rapport, enhancing skills, maintaining emotional stability, facilitating effective communication, creating goals, fostering long-term growth, and enabling autonomous decision-making.

Both the evaluation and Dunbar's piece acknowledge the emotional difficulties that players have in the realm of athletics. The evaluation emphasizes that patience is essential for maintaining emotional stability. Dunbar highlights the importance of patient coaches in providing a soothing influence and assisting players in overcoming obstacles, restoring their self-assurance, and reestablishing their concentration. Effective communication plays a crucial role in achieving success in coaching, as shown by both the

evaluation and Dunbar's paper. Coaches who possess patience can communicate calmly and effectively, ensuring that athletes comprehend instructions and feedback, hence minimizing the likelihood of misunderstandings (Dunbar, 2023).

Johnny Dunbar's study provides robust evidence that supports the evaluation results about coaching abilities, particularly about the attribute of patience. Both sources emphasize the crucial need for patience in successful coaching, which involves establishing trust, facilitating skill growth, maintaining emotional stability, promoting clear communication, setting achievable objectives, nurturing long-term progress, and empowering athletes' decision-making. This alignment strengthens the notion that patience is a persistent and priceless quality for coaches and players who are dedicated to achieving success in the field of sports.

3.2.3. Strategy

The results of an evaluation of coaching skills in terms of strategy shows that the composite mean score was 3.38, and the standard deviation was 0.46. The findings may imply that basketball players are in agreement that their coach modifies plans based on opponents' strengths and weaknesses ($M = 3.41$), consistently employs strategic decision-making that results in favorable outcomes for the team ($M = 3.39$), and implements successful game plans that result in victories ($M = 3.38$). Furthermore, they agree that their coach's strategic thinking significantly improves their squad's performance ($M = 3.38$) and that the game strategies devised by their coach demonstrate careful consideration and are well implemented ($M = 3.38$).

When evaluating the basketball players' views on their coach's coaching abilities in terms of strategy, it is noteworthy that the average ratings for all indicators are rather similar, suggesting a reasonable degree of consensus among the players. The composite mean score is 3.38, which is categorized as "Average".

Indicator 4, which indicates "The coach modifies plans in accordance with the strengths and weaknesses shown by adversaries," had the highest mean score of 3.41. This implies that the players have confidence in their coach's ability to adapt game strategies by analyzing the strengths and weaknesses of the opposing team. The players highly admire the coach's strategic agility, which has a good impact on the team's success.

Conversely, Indicator 7 has the lowest average score of 3.35, indicating that the game analysis and preparation undertaken by my coach are very high in quality. Although the score falls within the "Average" category, it suggests that players may sense a need for their coach to enhance the level of game analysis and preparation. The coach may need to prioritize improving the comprehensiveness and efficacy of their game analysis and planning procedures in order to match the players' expectations.

Dunbar (2023) provides valuable support and alignment with the findings when evaluating basketball players' perceptions of their coach's coaching skills in terms of strategy. Dunbar highlights the need to see basketball as a strategic environment, recognizing the interdependent relationship between player roles, team dynamics, and game scenarios. This viewpoint corresponds with the concept that a coach's strategic thinking is crucial in formulating successful game strategies and making tactical choices that result in triumphs.

In addition, Dunbar emphasizes the significance of

foreseeing adversary plans and analyzing their gaming techniques, patterns, and crucial participants. This is consistent with the concept that coaches should adjust strategies according to the strengths and weaknesses of opponents.

The article emphasizes the need for coaches to maintain a balance between team collaboration and individual competitiveness. This involves creating a collaborative atmosphere while also making the most of each person's talents (Dunbar, 2023). This reinforces the idea that a coach's strategic choices should have a role in the overall achievement of the team. In addition, Dunbar's focus on tactical decision-making at critical periods aligns with the notion that strategic coaching entails making informed choices throughout the game.

Dunbar's paper emphasizes the significance of strategic time management, which corresponds to the coaches' need to successfully control the game clock and pace. The coach's responsibility in promoting ongoing progress is highlighted by the emphasis on the long-term strategic advancement of players (Dunbar, 2023). This coincides with the notion that strategic coaching plays a crucial part in the team's long-term achievements.

The article also emphasizes the importance of strategic thinking in basketball coaching. It suggests that coaches who adopt strategic coaching skills are more likely to guide their teams to success by making influential decisions, cultivating a culture of excellence, and maximizing player development both on and off the court. Dunbar emphasizes that strategic thinking in coaching equips coaches with the necessary skills to flourish in several elements of the game, as seen by the players' views in the evaluation.

3.2.4. Networking

Based on the tabulated data of an analysis of coaching skills in relation to networking, it generated a composite mean score of 3.37 and a standard deviation of 0.46. This indicates that the basketball players are in agreement that their coach establishes connections with basketball pros in order to enhance coaching methodologies ($M = 3.38$), that their coach cultivates interpersonal connections that contribute to the team's development ($M = 3.38$), and that the team's progress is enhanced by the contacts made by their coach ($M = 3.38$). Likewise, they are in agreement that the networking endeavors carried out by their coach have a positive influence on the level of visibility their team receives ($M = 3.37$) and that the network established by their coach serves to serve as an aid in increasing their access to a variety of resources.

When evaluating basketball players' views on their coach's networking abilities, it is crucial to study the data to comprehend the greatest and lowest average scores and their consequences. Indicator 1, which emphasizes the coach's ability to establish significant connections within the basketball community, had the highest average score in the evaluation. This suggests that players see their coach as being effective in establishing significant relationships inside the basketball community. The elevated average score indicates that the coach's networking endeavors are highly esteemed by the players. The high score suggests that the coach's skill in building significant connections within the basketball community has the potential to bring about many advantages for the team, including access to resources, opportunities, and a wider support system.

Conversely, the indicator with the lowest average score in the evaluation is Indicator 5, which pertains to the coach's

ability to successfully use their professional network to provide favorable opportunities for the athletes. Although it remains an average score, it is comparatively lower than the other metrics. Players may consider their coach's use of professional ties as less successful than other networking features. The suggestion is that the coach should expand their capacity to use their connections in order to provide beneficial possibilities for the players, hence improving the team's overall performance and prospects.

The results suggest that players attach great importance to their coach's networking skills within the basketball community. The coach's ability to establish significant contacts and use these connections for the team's advantage may have a favorable influence on the team's exposure, access to resources, and overall advancement. Coaches must acknowledge the significance of networking abilities in their coaching responsibilities and consistently foster and use their contacts to improve the team's prospects and growth. In addition, the coach should solicit input from players and proactively address any areas where their networking efforts may be regarded as less efficient. Adopting this proactive technique may result in enhanced networking results and further enhance the team's achievements.

To summarize, proficient networking abilities are vital resources for a basketball coach, and the evaluations of players in this examination emphasize the significance of establishing significant connections within the basketball community to enhance the team's growth and prospects. Coaches should persist in cultivating professional relationships and use their connections to generate favorable prospects for their athletes.

Weixiang (2021) emphasizes the significance of integrating big data analysis into basketball training. Specifically, it highlights the relevance of utilizing big data to enhance coaching skills pertaining to networking within the basketball community. The research highlights the crucial significance of data analysis in fostering college students' basketball technical proficiency and strategic awareness. Coaches may use big data to obtain professional data via systems like SportVU, which allows them to get more profound insights into player performance and game strategy. By enhancing the coaching process, also provides a multitude of networking possibilities that may greatly benefit coaches, players, and teams.

In a nutshell, the study highlights the mutually beneficial connection between the analysis of large datasets and networking in the field of basketball coaching. Coaches that effectively use data-driven coaching and actively participate in their network may have a competitive advantage in player development, resource availability, and team exposure. Coaches must prioritize the exploration and use of big data and networking possibilities to improve their coaching abilities and promote the overall performance of their teams.

3.2.5. Leadership

The results of an analysis of coaching skills in terms of leadership showed that the overall mean score was 3.38, and the standard deviation was 0.45. This demonstrates that the players have an agreement among themselves that their coach demonstrates robust leadership attributes among the squad ($M = 3.39$), that the leadership displayed by their coach has a beneficial influence on the performance of their squad ($M = 3.39$), and that their coach effectively imparts explicit instructions and assistance to the players ($M = 3.38$). In addition, they also agree that their coach serves as a role

model, exhibiting a good demeanor for players to emulate ($M = 3.38$), and that their coach effectively encourages and inspires team members by demonstrating exemplary leadership skills ($M = 3.38$).

The outcomes of the assessment provide useful insights into the influence of leadership characteristics on team dynamics and performance by examining the basketball players' assessments of their coach's coaching abilities in terms of leadership. The average score for this evaluation is 3.39, suggesting that the players typically have a good impression of the coach's leadership qualities.

The indicator with the highest average score is Indicator 6, which indicates that the coach's leadership style has a positive influence on the team's dynamics, with an average score of 3.39. These findings indicate that players see their coach's leadership style as having a beneficial impact on team dynamics, promoting unity, and establishing a favorable climate for achieving success. The significance of leadership in team sports is shown by this outcome, as the coach's capacity to influence team dynamics may have a substantial effect on performance (Rank 9.5).

Conversely, Indicators 3 and 5 have the same lowest mean score of 3.37. Indicator 3 underscores the coach's responsibility as a positive example, displaying a commendable attitude for players to imitate, while Indicator 5 underscores the coach's capacity to foster a sense of unity and common goals among the players. Although these evaluations are generally favorable, they highlight areas where the coach might improve their leadership abilities. It indicates that players may see opportunities for improvement in the coach's demonstration of positive behavior and promotion of team cohesion (Rank 9.5).

These observations have two implications. Foremost, it reinforces the crucial importance of leadership in coaching, highlighting the coach's duty to not only provide technical instruction but also to serve as a role model and foster team unity. Coaches must recognize their influence on team dynamics and make a constant effort to enhance their leadership abilities in order to provide a favorable and inspiring atmosphere for players. Furthermore, the results highlight distinct aspects that the coach may concentrate on enhancing, namely in terms of exemplifying a positive influence and reinforcing cohesion among the squad. To optimize their leadership abilities and guide the team to victory (Rank 9.5), the coach might focus on these specific areas.

Wenxian's (2021) research on the coaching leadership behavior of college basketball coaches in Chinese institutions offers useful insights that corroborate existing results on coaching abilities in terms of leadership. It focuses on examining coaching leadership behavior among college basketball players in China, providing insight into the many facets of coaching leadership. The study reinforces the significance of coaching leadership in basketball, aligning with the existing research results. The research findings indicate that college basketball players attach great importance to their coaches' leading actions during technical and tactical training sessions. The present evaluation aligns with the impression of coaching leadership abilities, as players see the favorable influence of their coach's leadership style on team dynamics and performance (Rank 9.5).

In a nutshell, Wenxian's study offers significant empirical data that corroborates the existing results on coaching abilities in relation to leadership in basketball coaching. The research

emphasizes the crucial significance of coaching leadership in the growth of players and the success of the team. Wenxian's study suggests that coaches should modify their leadership style to prioritize player contentment and ongoing progress in their leadership abilities. This would help create a good and prosperous coaching environment (Rank 9.5).

3.2.6. Attention to Details

The results of assessment of the basketball players' coach's coaching skills in terms of attention to details yielded a composite mean score of 3.37 and a standard deviation of 0.45. This indicates that the players agree that their coach's meticulousness significantly contributes to player development ($M = 3.38$), that their coach's comprehensive approach has a positive influence on the performance of their squad ($M = 3.38$), and that their coach demonstrates a rigorous level of attention to the development of players' skills ($M = 3.37$). Similarly, they also agree in their belief that their coach diligently attends to even the most minor technical flaws displayed by the players ($M = 3.38$) and that their coach emphasizes the importance of nuances in our game ($M = 3.38$).

The evaluation of basketball players' judgments about their coach's coaching abilities in relation to meticulousness has produced significant discoveries. The examination of these data uncovers both the most elevated and the most diminished average scores, along with their consequences. The indicator that received the highest average score in this evaluation is Indicator 6, titled "The coach's meticulousness greatly contributes to player development," with an average score of 3.38. The high average score indicates that players really appreciate their coach's careful teaching style, recognizing that this focus on detail plays a key role in their growth and progress. The significance of this discovery is that coaches should acknowledge the significance of meticulously focusing on the intricacies of the game and technical abilities, as it has a beneficial influence on player growth and performance.

Conversely, Indicator 7, which pertains to the organization and attention to detail in coaching sessions, had the lowest average score of 3.36 in this evaluation. While the mean score remains quite high, it indicates that players perceive a somewhat diminished degree of meticulousness in the arrangement of coaching sessions. The consequence is that coaches should focus on improving the structure of their coaching sessions to guarantee rigorous attention to detail. This will further enhance player development and team performance.

Thus, evaluating coaching abilities in relation to attention to details emphasizes the importance of a coach's careful approach in fostering player growth and enhancing team performance. Coaches should persistently concentrate and enhance their focus on meticulousness in coaching, acknowledging that it is a crucial element in promoting player development and achievement. Focusing on the areas where there is a perceived lack of attention to detail may result in enhancements in the coaching environment, eventually benefiting the team's performance.

Milley and Ouellette (2021) investigated the influence of attentional focus in coaching on the performance of basketball free-throw shooting. The study specifically examined the effectiveness of imagery techniques in shifting the focus of attention to external factors. This research is pertinent in bolstering the existing discoveries on coaching abilities regarding meticulousness and offers significant perspectives for comparison and consequences. Specifically, it assessed

the efficacy of coaching instructions in redirecting players' attentional focus from an internal focus (IFA) to an exterior focus (EFA) via the use of imaging methods. The sport psychology literature has firmly shown that attentional focus is a critical factor in motor performance, and the decision between Internal Focus of Attention (IFA) and External Focus of Attention (EFA) may impact performance results.

The implications of this research for coaching include acknowledging the significance of coaching signals and instructions that direct athletes towards an external center of attention, particularly in activities that demand accuracy and refined motor skills. Coaches could contemplate integrating imaging approaches that prompt athletes to concentrate on outward performance indications that are pertinent, rather than excessively fixating on internal mechanics.

Moreover, this study emphasizes the possibility for coaches to use strategies from the imagery literature in order to enhance coaching efficacy. Coaches may gain advantages by comprehending the impact of precise coaching instructions and signals on players' attentional concentration, eventually leading to improved performance results. The research highlights the importance of attentional focus in coaching and presents evidence that teaching with an external emphasis, aided by imaging methods, may improve performance in basketball free-throw shooting. Coaches might use these observations in their coaching methodologies, especially when meticulousness is vital for enhancing skills and enhancing performance.

3.2.7. Empathy

The results of the evaluation of the basketball team's coach's empathy as a coaching quality showed a standard deviation of 0.45 and a composite mean score of 3.37. This indicates that the players agree that their coach demonstrates empathy and support for athletes who face personal challenges ($M = 3.37$) and demonstrates active listening skills by closely attending to the issues and emotions expressed by the players ($M = 3.37$). Similarly, they also agree that their coach shows genuine concern for the overall well-being of the players ($M = 3.37$) and that showing empathy improves the rapport between the coach and the athlete ($M = 3.37$).

The evaluation of basketball players' judgments about their coach's coaching abilities in terms of empathy reveals a prevailing favorable impression of the coach among the players. The coach's mean score of 3.38 indicates a high level of empathy, as seen by their ability to comprehend and relate to the challenges and difficulties experienced by the players. In addition, the coach is acknowledged for attentively listening to the players' worries and feelings, displaying genuine concern for their general well-being, and cultivating a team environment marked by encouragement and empathy. The coach's empathic attitude significantly impacts the squad's general mood and strengthens the relationship between the coach and the players, as shown by these favorable impressions. Furthermore, it has a beneficial effect on the degree of trust and commitment shown by the players, which is essential for team unity and achievement.

Based on these findings, it is advised that coaches persistently enhance their empathy abilities via continuous training and growth. This may include attending seminars or getting help on approaches for compassionate coaching. By doing this, coaches may augment their ability to comprehend and assist their athletes, eventually leading to a more favorable and empathetic coaching atmosphere. Consequently, this may result in more robust coach-athlete

connections, heightened player dedication, and enhanced team dynamics, all of which are crucial for achieving success in basketball and other sports.

The research carried out by Turan and Çirimi (2021) offers significant findings on the empathy abilities and moral decision-making attitudes of student athletes. The objective of the study was to gain insight into the origins and effects of adverse behaviors seen in sports, particularly in relation to empathy and ethical decision-making. A total of 319 athletes participated in the research voluntarily, including a wide range of athletic disciplines and varying levels of expertise.

In addition, the research found that athletes with little experience in sports (0-2 years) had better scores in moral decision-making attitudes compared to those with substantial experience (9+ years). These findings indicate that the length of time an athlete is engaged in athletics may impact their moral decision-making views. Coaches should be cognizant of these variations among athletes and modify their teaching approaches to cultivate empathy and ethical decision-making, especially for athletes with more extensive athletic tenures.

Within the realm of coaching, this study underscores the need of coaches not alone concentrating on enhancing skills, but also fostering empathy and ethical decision-making in their athletes. Coaches should acknowledge the possible gender-based differences in empathy abilities and adapt their teaching techniques appropriately. Furthermore, it is essential for coaches to recognize the changing ethical beliefs of athletes as they progress in their athletic journeys in order to provide suitable direction and assistance.

3.2.8. Observation

The results of the assessment of the basketball team of their coach's coaching skills in terms of observation showed a mean score of 3.37 and a standard deviation of 0.45. This demonstrates that the players agree that their coach provides helpful comments based on meticulous observations ($M = 3.38$), that their coach continuously analyzes the strengths and flaws of the players ($M = 3.38$), and that their coach's ability to identify and capitalize on advantageous situations significantly contributes to the overall success of their squad ($M = 3.38$). Likewise, they appear to agree that their coach exhibits a high level of attentiveness in closely monitoring the performance of players during both game situations and practice sessions ($M = 3.37$), and that he identifies areas for improvement through meticulous monitoring ($M = 3.37$).

The evaluation of basketball players' judgments of their coach's coaching abilities, namely via observation, yielded significant and informative findings. The coach's dedication to consistently evaluating the players' strengths and weaknesses received the best average score among the indicators. The players' affirmative reaction indicates their perception that their coach actively assesses their performance and identifies areas for growth. The coach's commitment to player development is shown by their diligent and analytical approach.

In contrast, the indication associated with the coach's observation talents impacting player progress had the lowest mean score. Although this grade reflects a generally good opinion, it implies that players may see areas for improvement in how their coach's observations directly impact their progress.

The conclusions derived from these observations are significant. Coaches should use their talents in detailed performance analysis, as recognized by the players. Ensuring and improving this facet of coaching may greatly assist to the

development of players. Furthermore, coaches may enhance their ability to clearly articulate the relationship between their observational abilities and the development of players. Offering specific instances of how observations result in enhancements may assist players in gaining a deeper understanding and recognition of the coach's contribution to their progress.

Additionally, coaches should give utmost importance to providing ongoing feedback, making sure that their remarks are based on careful and detailed observations. This exercise may be crucial in improving skills and fostering overall player growth. A key aspect is the implementation of a coaching technique that prioritizes the player's demands and growth while being customized to their specific requirements. Coaches should contemplate continuous professional development options to enhance their observation abilities, such as participating in coaching clinics or seeking mentoring.

Panganiban and San Miguel (2023) examined how pre-service teachers acquire basketball abilities via observational learning. The study offers significant insights that align with the existing research on coaching skills, particularly in the context of observation. The study investigated observational learning, which entails seeing others and imitating their actions. This correlates with the coaching skill of actively monitoring and assessing players' performance.

The research on pre-service teachers' skill development via observational learning has implications that are applicable to coaching in basketball. Coaches may contemplate integrating observational learning approaches into their coaching methodologies. Coaches may improve players' learning experiences in physical education sessions by including multimedia or video demonstrations of abilities. This strategy is in line with the coaching skill of providing constructive feedback via careful observations, since it offers visual assistance to help players comprehend and reproduce desirable actions more effectively.

Moreover, the proposal to organize webinars centered on acquiring basketball skills via observational learning is commendable. Coaches may use a similar strategy by arranging coaching sessions or seminars that highlight the significance of astute observation and constructive criticism in the development of skills. This is consistent with the coaching skill of improving coaching effectiveness via skillful observation, since it motivates coaches to actively participate in monitoring and assessing player performance in order to provide impactful comments.

In summary, the study on how pre-service teachers acquire skills via observational learning has practical significance for coaching in basketball. Coaches might use tactics such as multimedia presentations and instructional webinars to augment their ability to observe and promote the progress of players. These methodologies may enhance the efficacy of the coaching process and eventually result in enhanced player performance on the basketball court.

3.2.9. Adaptability

The results of the evaluation of the coaching skills in terms of observation of their coach showed a mean score of 3.37 and a standard deviation of 0.45. This demonstrates that the players agree that their coach modifies instructional tactics to accommodate the specific needs of specific players ($M = 3.38$), that our coach's adaptability in implementing different plans improves the success of their team ($M = 3.38$), and that their coach's agility significantly improves the dynamism of their coaching method ($M = 3.38$). This demonstrates that the

players agree that their coach modifies instructional tactics to accommodate the specific needs of specific players ($M = 3.38$), that our coach's adaptability in implementing different plans improves the success of their team ($M = 3.38$), and that their coach's agility significantly improves the dynamism of their coaching method ($M = 3.38$). Furthermore, they agree that their coach is adaptable and capable of modifying techniques as circumstances require ($M = 3.37$) and that their coach's versatility has a positive impact on game results ($M = 3.37$).

Several significant conclusions arise from the evaluation of basketball players' judgments of their coach's coaching abilities in relation to adaptability. Indicators 2, 5, and 9 have the highest mean score, which is 3.38. This indicates that players regard their coach as very flexible in adjusting instructional strategies to meet individual player requirements, and they feel that the coach's adaptability has a beneficial impact on game outcomes. In addition, players recognize that the coach's flexibility in executing various strategies greatly helps to the team's success.

In contrast, the markers 3 and 4 are associated with the lowest mean score of 3.36. Players see their coach's ability to adjust to changing game situations and their openness to new coaching ideas and methods as somewhat less prominent than other characteristics of adaptation.

Furthermore, the essay recounts a concrete instance when the coaching staff adjusted their coaching methodology in reaction to changes in their team's makeup and abilities. The team's capacity to adapt led to enhanced performance, despite having a changed lineup. The essay highlights the need for coaches to display a willingness to acknowledge when their techniques are ineffective and to be receptive to immediately exploring other options.

Moreover, the essay emphasizes the need to enlist versatile players who possess the ability to think swiftly and provide recommendations for in-game modifications. It encourages coaches to take into account the viewpoints and concepts of players, developing a cooperative and flexible team atmosphere.

To summarize, the paper emphasizes that adaptation is an essential talent for basketball coaches. The statement aligns with the latest research on coaching abilities, particularly in regard to adaptability. It emphasizes the need to accept change, be receptive to modifications, and comprehend the unique characteristics of each player as crucial elements for attaining coaching success. Being able to adjust to changing conditions and the requirements of players may result in enhanced team performance and sustained success. Coaches need to draw inspiration from esteemed coaches like as Gregg Popovich and Bill Belichick, who are recognized for their ability to make strategic changes during games. They should acknowledge that being adaptable is a fundamental aspect of great coaching.

3.2.10. Cardiopulmonary resuscitation (CPR)

The results of the evaluation of their coach's cardiopulmonary resuscitation (CPR) abilities are shown in Table 14. The mean score was 3.38, and the standard deviation was 0.45. This means that the players agree that their coach's proficiency in CPR is an essential component for ensuring the players' safety ($M = 3.40$), that my coach's preparedness in dealing with medical crises is commendable ($M = 3.39$), and that their coach demonstrates proficiency in cardiopulmonary resuscitation (CPR) techniques and a thorough understanding of emergency response protocols (M

= 3.38). Similarly, they agree that their coach's knowledge of CPR contributes to the promotion of player safety. ($M = 3.38$) and that their coach's commitment to CPR training contributes to the establishment of a safe coaching environment ($M = 3.38$).

Evaluating basketball players' evaluation of their coach's teaching abilities in relation to Cardiopulmonary Resuscitation (CPR) provides valuable insights into the players' concerns and expectations about their safety and overall welfare during training sessions and matches. Significantly, players give the highest average rating to Indicator 10, highlighting the crucial importance of the coach's CPR expertise in guaranteeing their safety. This highlights the importance that players attach to their coach's capacity to promptly and efficiently address medical issues. Conversely, the indicator with the lowest average score is Indicator 3, which specifically concerns instructors continuously keeping current CPR certification.

Furthermore, the comparatively lower average score for Indicator 3 indicates a need for coaches to enhance their adherence to consistent certification. Coaches should see this as a chance to improve their coaching abilities and give importance to safety measures and readiness, therefore fostering a secure coaching environment. In the end, the players' trust in their coach's CPR expertise not only enhances their feeling of safety but also emphasizes the coach's duty to prioritize their health and safety.

To summarize, the evaluation results highlight the crucial importance of CPR expertise in ensuring the safety of both coaches and players. It is essential for coaches to consistently renew their certification, give priority to safety protocols, and be well-equipped to handle medical situations. This is crucial for upholding players' confidence and safeguarding their general welfare and security.

American Heart Association (2023) highlights the crucial significance of coaches, parents, and student-athletes being adequately trained to handle crises, both during sports activities and elsewhere. It emphasizes the need for anyone engaged in sports, especially coaches, to have the life-preserving ability of Hands-Only CPR and be skilled in using an automated external defibrillator (AED). It affirms that 75% of all deaths in sports are attributed to cardiovascular causes, with a significant number of these casualties being individuals under the age of 18. The book recounts real-life anecdotes of young athletes who had cardiac arrest, with some experiencing catastrophic consequences as a result of the absence of prompt CPR and AED care. An illustrative instance is the lamentable incident with Tyrell Spencer, who succumbed to cardiac arrhythmia during a basketball game, despite the presence of parents and sportsmen who lacked training in CPR and AED use.

These results highlight the need of coaching abilities specifically linked to CPR and emergency response, particularly in the context of young sports. Coaches need to prioritize obtaining and maintaining CPR certification, as well as possessing extensive knowledge in the use of AEDs. Properly training coaching staff may greatly enhance the safety of young athletes and mitigate the dangers associated with cardiac episodes during sports activities.

Ultimately, the paper emphasizes the significance of coaching abilities about CPR and readiness for emergencies within the realm of young sports. It emphasizes the need for coaches to possess extensive training in these life-preserving tactics in order to safeguard the welfare and survival of young

athletes. The American Heart Association's initiatives to prioritize CPR instruction and AED training coincide with the overarching objective of improving coaching abilities and ensuring player safety in the sports community.

The analysis of Pearson's r correlation revealed p -values greater than the 0.05 level of significance for all the domains, implying that the null hypothesis will not be rejected. Hence, it can be concluded that there is no significant relationship between coaches' emotional and social intelligence and skills. The findings may suggest that the variables do not have a statistical connection with one another and that the value of one variable does not increase or decrease in proportion to the growth or shrinkage of the value of the other variable.

The correlation matrix examining the relationship between coaches' emotional and social intelligence and their coaching abilities has significant consequences. When examining several coaching abilities such as physical endurance, patience, strategic thinking, building connections, leadership, meticulousness, observation, flexibility, and competence in CPR, the findings consistently indicate weak or insignificant associations with emotional and social intelligence. These results suggest that coaches have the ability to develop and improve these particular coaching skills regardless of their emotional and social abilities.

Coaches aiming to enhance their physical endurance for intense training sessions and challenging activities do not necessarily have to prioritize the improvement of their emotional or social intelligence. Likewise, qualities like as patience and strategic thinking seem to be separate from emotional and social intelligence, enabling coaches to develop these abilities without focusing on their emotional and social capabilities. Networking, leadership, attention to details, observation, adaptability, and life-saving skills like CPR show weak connections with emotional and social intelligence. This supports the notion that coaches can improve these skills through focused training and practice, regardless of their emotional and social abilities.

Furthermore, coaches emphasize the need of modifying practice activities to suit players with varied emotional requirements and personalities. This entails designing activities that accommodate competitive, introverted, or skill-oriented players, guaranteeing that every player experience comfort and motivation during training sessions. In addition, it is considered crucial to promote team dynamics by having coaches address issues, create leadership, and cultivate a supportive environment. This method fosters enhanced team unity and synergy.

Finally, coaches emphasize the need to foster transparent communication among team members. They facilitate individual sessions, provide availability, and foster an environment where athletes are encouraged to openly communicate their views and feelings. The establishment of an open and transparent communication culture enables coaches to efficiently attend to the emotional requirements of players and foster a safe atmosphere conducive to personal development. To summarize, these consequences emphasize the need to be flexible, use individualized methods, and practice efficient communication in coaching to guarantee the overall growth and welfare of basketball players with diverse emotional requirements and personalities.

4. Conclusion

1. The coaches' emotional intelligence has repeatedly shown high levels of proficiency, notably in the areas of self-

awareness, self-management, social awareness, and relationship management. This indicates that coaches possess crucial interpersonal and self-awareness abilities. This is an encouraging finding since it suggests that coaches are likely to have a beneficial influence on the relationships between players and coaches, as well as on the overall dynamics of the team.

2. The basketball players' evaluations of their coach's coaching abilities, with average ratings ranging from 3.36 to 3.38, suggest a consistent degree of coaching expertise across all aspects. Coaches possess a comprehensive range of skills, including physical endurance, composure, tactical acumen, interpersonal connections, managerial abilities, meticulousness, empathy, perceptiveness, flexibility, and knowledge of CPR. Ensuring this regularity is crucial for delivering all-encompassing assistance to athletes.

3. The limited and mostly inconsequential connections between coaches' emotional and social intelligence and their coaching skills indicate that emotional intelligence may not have a direct impact on particular coaching abilities. While coaches may have high levels of emotional intelligence, it is still necessary for them to separately develop and refine their coaching abilities in certain areas. This underscores the need of training and development initiatives that specifically target emotional intelligence and coaching proficiencies.

4. The coaches' ability to modify their teaching techniques and tactics to cater to the emotional demands and individual personalities of the players is of utmost importance. The research suggests that coaches use many tactics, including player evaluations, customized incentive, modified practice exercises, and cultivating team dynamics, to provide a nurturing coaching atmosphere. The capacity to adapt is crucial in order to optimize the potential of each player and cultivate a harmonious team dynamic.

5. Recommendations

1. Create all-encompassing coaching training programs that combine the development of emotional intelligence with the strengthening of coaching skills. Coaches need to undergo training that encompasses not just the technical parts of the game, but also interpersonal skills, self-awareness, and empathy. Adopting this comprehensive approach would enable coaches to have a deeper understanding of their players and establish stronger connections with them.

2. Arrange frequent workshops and training sessions for coaches to consistently enhance their coaching abilities. These seminars should include a wide range of coaching aspects, such as physical endurance, resilience, tactical planning, building connections, effective guidance, meticulousness, understanding others' perspectives, keen observation, flexibility, and cardiopulmonary resuscitation (CPR). Ongoing education is crucial for coaches to remain current and proficient in their positions.

3. Coaches should be encouraged to do comprehensive player evaluations at the start of the season. These evaluations should include individual consultations, questionnaires, and observations to comprehend the emotional requirements, personalities, and cognitive preferences of each athlete. This information will assist coaches in customizing their teaching tactics to align with the specific needs of each participant.

4. Coaches must adapt their motivational strategies according to the emotional requirements and individuality of their players. Certain individuals may exhibit a more favorable response to internal drive, whilst others may excel

when presented with external incentives or competitive environments. Coaches must ascertain the individual motivations of each player and adjust their motivating strategy appropriately.

5. Adjust training exercises to suit the emotional requirements and individual characteristics of diverse athletes. Establish an equilibrium between competitive and skill-oriented exercises in order to captivate all participants. Furthermore, it is important to be receptive to input from players and make appropriate modifications to practice sessions to create an environment that promotes personal advancement and progress.

6. To cultivate favorable team dynamics, coaches should proactively address issues on time and assist both team leaders and introverted members. Foster transparent communication among team members and facilitate cooperation. Engaging in team-building activities may enhance the bonds between players and reinforce their connections.

7. Establish a mechanism for ongoing evaluation and provision of feedback. It is important for coaches to consistently evaluate their own performance and actively solicit input from players. The feedback loop assists coaches in identifying areas for improvement and implementing required modifications to their coaching style and techniques.

8. Establish a conducive atmosphere that fosters support and openness, enabling participants to freely articulate their feelings and concerns. Coaches must be easily reachable and readily available to players, enabling open and honest conversation. This guarantees that the emotional needs of athletes are recognized and dealt with.

9. Promote mentoring among coaches and foster peer learning within coaching teams. Experienced coaches can provide guidance and support to less experienced coaches, by imparting their knowledge and techniques for successful coaching. Peer learning facilitates the interchange of ideas and enables coaches to acquire knowledge from one another's experiences.

10. Periodically assess the efficacy of coaching programs and interventions via regular evaluation. Utilize player input, performance measures, and team dynamics as reliable benchmarks for measuring success. Modify coaching methodologies and programs in accordance with the outcomes of these assessments.

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