

Coach-Athlete Relationship, Trust and Confidence Among Team Sport Athletes

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ABSTRACT

The coach-athlete relationship (CAR) is essential for athlete growth in sports performance. The process of leading and influencing athletes' confidence involves the participation of coaches. The direction, guidance, and planning of team sports training helped develop trust between coaches and athletes. Therefore, it is the coach's duty to see that the relationship that has been built helps the athlete feel mentally confident and eager for their best performance. Trust and confidence were examined in this study to better understand the connections between coaches and athletes (the three C's). The most recent online study was conducted with voluntarily participating university athletes who had experience playing high-performance sports. A total of 152 athletes from five team sports, male (n=77) and female (n = 75) from Netball (n = 18), Football (n = 20), Futsal (n = 38), Frisbee (n = 38), and Volleyball (n = 38) completed questionnaire pack assessing the study variables. The Coach-Athlete Relationship 3C's (CART-Q), Trust, and Confidence were used as the instrument questionnaire for this study. The findings showed substantial correlations between the trust and CAR variables. Significant relationships exist between trust and confidence as well as between confidence and commitment. The t-test analysis revealed that genders excluded for "complementarity" had significantly different perceptions of CAR. Trust and Confidence did not differ significantly between genders. In conclusion, CAR is critical for maximizing competent coaches' ability to energize athletes and foster a sense of confidence and trust..

Keywords: *Coach-Athlete Relationship, Trust, Confidence, Team Sport Athletes, Gender*

INTRODUCTION

It has been acknowledged that a crucial performance element in the sporting environment is the coach-athlete relationship. The coach-athlete relationship is important to both team and individual sports, and it can be considered the foundation of successful coaching (Mohd Kassim et al., 2019). According to Jowett and Adie (2010), the relationship between a coach and an athlete is a distinctive type of interpersonal interaction, in which the coach and athlete's thoughts, opinions, and attitudes are casually connected. A core element of an athlete's sport is the coach-athlete relationship (Bartholomew et al., 2010). The Coach-Athlete Relationship dimension was established and nurtured using the coaching effectiveness framework. Coaching effectiveness is a major factor in athletes' enjoyment, motivation to compete, building their character, and advancement of their players' strong work ethics (Kassim & Hassan., 2020). This was supported by Kassim and Boardley (2018), who stated that coaching effectiveness is multidimensional and consists of motivation, game strategy, technique, and character building. Additionally, these characters belongs to Coaching efficacy Scale (CES; Feltz, Chase, Moritz, & Sullivan, 1999) and further developed into CES II by Myers et al., (2011).

The 3Cs, or closeness, commitment, and complementarity, are the three basic frameworks used to characterize the dynamics between coaches and athletes (Jowett & Ntoumanis, 2004). The assessment of coaching effectiveness can be formulated by means of these three Cs. According to Jowett and Meek (2000), the concept of closeness pertains to the emotional aspect of the interaction and signifies the degree of relatedness and emotional bonding between the coach and athlete. Similarly, Jowett and Meek (2000) suggest that proximity serves as an indication of players who value, demonstrate care towards, and possess a willingness to place trust in their coaches. As a cognitive expression of a bond between the coach and athlete, commitment denotes the intention or willingness of coaches and players to maintain their athletic relationship over time. Complementarity, on the other hand, depicts the dynamics between the coach and athlete as cooperative and successful (Jowett, 2007). Interestingly, the coach-athlete relationship can support attitudes toward mental health and well-being (Simons & Bird, 2022). Further, a research study was conducted to elucidate the effectiveness of coaching and the behavior of coaches. The study put forth the proposition that a coach who consistently assists athletes in their preparation for confronting diverse situations and maintaining focus during competition ought to be regarded as more proficient in coaching and guiding their athletes towards achieving successful performances in competitive endeavors (Mohd Kassim et al., 2022). Furthermore, coaches establish an environment that promotes the development of skills and knowledge, emphasizing the importance of hard work and improvement as crucial factors for achieving success, as confirmed by the athletes through their connection with the coach. (Mohammad Fazilah, Ahmad Radzi, Abu Bakar, & Mohd Kassim., 2023).

Generally, from the coach-athlete relationship perspective, athletes have started to believe and have confidence in their coaches to fulfil their partnership obligations. During training, coaches' instructions remain the most frequently used coaching behavior and include any behavior that is directly intended to improve athletic performance (Rittenberg et al., 2022). Athletes' lives are safer, more secure, and more emotionally supportive of the coach. Athletes who can establish a close relationship with their coaches are more likely to feel confident pursuing their place in the sport, pushing their boundaries, and taking calculated risks to improve results. Therefore, a strong coach-athlete relationship most significantly influences success or personal best. Coaches and athletes develop a sense of trust that manifests in their growing respect and admiration for one another. Consequently, trust in the coach has a significantly positive association with justice and success, strengthening the bond between self-assurance and appreciation. Trust establishes confidence, and sport confidence is described as the belief in the ability of individuals to succeed in sports (Vealey, 1986). Essentially, the coach-athlete relationship and sport-confidence are linked to certain factors such as performance, motivational strategies, and well-being (Doerr, 2018; Poczwadowski, Barott & Jowett, 2006).

Based on Felton and Jowett (2013), the proposition that the coach-athlete relationship may explain motivational processes and well-being in sports settings. The coach-athlete relationship is also embedded in the dynamic and complex coaching process, and provides ways for coaches and athletes to express and fulfill their needs. Furthermore, coaches need to understand athletes managing their emotions and dealing with unpleasant feelings during training and/or competition (Rosli et al., 2002; Mohd Kassim et al., 2022). This can be observed as the athlete's confidence nurtured from the relationship between coaches and

athletes, as well as how the athlete trusts the coaches throughout training and competition. Therefore, trust in the coach also directly influences commitment and willingness to cooperate, which influences perceived performance (Mohd Kassim & Boardley, 2019). The athletes' confidence in sports seems to be the issues in competitive youth sports. The time spent between the coach and athlete during training is supposed to be an advantage and gives athletes confidence. The association between coaches and athletes demonstrates the potential to create confidence as trust develops throughout the process (Radzi et al., 2021). This aligns with Moen and Federici (2013), who stated that the competencies needed for elite coaches to focus on relational issues have received attention in the field of sports coaching. However, there is still a need for more research that focuses on relational issues between coaches and their athletes, and how relational issues affect athletes' progress in sports. In addition, previous research mentioned that there are limitations to the study related to trust and athletes' high performance (Zhang & Chelladurai, 2013). According to Mohd Kassim, Mohd Aznan and Abdul Halim (2020), sports coaches are an important factor affecting athletes' learning and development. Therefore, sports coaches must create fulfilling instructions, strategies, social relationships, and psychosocial outcomes for athlete development. The coach-athlete relationship, trust, and confidence need to be studied further. The coach-athlete relationship and confidence have not been examined relationally (Gencer & Ozturk, 2018). Moreover, Gencer and Ozturk (2018) mentioned cultural issues related to sample bias when conducting studies. Thus, this study aimed to (i) investigate the relationship between coach-athlete relationships, trust, and confidence among team sports athletes, and (ii) assess coach-athlete relationships, trust, and confidence among team sports athletes between gender groups.

METHODOLOGY

This study used a quantitative research approach to explore and investigate the coach-athlete relationship and the influence of trust on confidence among team sport athletes.

Sample

A total of 152 team sports athletes (university athlete's) completed a questionnaire on a set of variables. The respondents were consisting of male ($n = 77$) and female ($n = 75$) from Netball ($n = 18$), football ($n = 20$), futsal ($n = 38$), frisbee ($n = 38$), and volleyball ($n = 38$) team sports. The athletes' levels of sports play were national ($n = 3$), university ($n = 104$), and state ($n = 45$). The age range of 22 to 25 years showed the highest percentage of respondents, which was 106 (69.7%), and 46 (30.3 %) were 18 to 21 years old. Most athletes ($n = 76$) had spent more than one year training with their coach for more than 1 year and above.

Instrumentation

The questionnaires were divided into four sections designated A, B, C, and D. The questions used a dual language (Bahasa Malaysia and English forward-backwards translation) technique. The forward-backward translation procedure is employed in this method, wherein questions from the original language (English) are translated into Malay. Subsequently, the same procedure is repeated from Malay to English. The validation is conducted by a language specialist from the UiTM Academy of Language Studies. The Malay translation, which is found to be most accurate during the final stage, serves as a reference to enhance the accuracy of the English translation. However, this preparation serves merely as a fundamental guide to the original questions. Nonetheless, the researchers have outlined the respondents' comprehension of English in the inclusion of this study. The questionnaire requested responses on a Likert-type scale. The demographic information, including gender, type of team sport, and athlete level, was the main focus of Section A. Section B focused on the athlete's perceptions regarding the quality of their relationship with their coach. This encompassed three subscales of the coach-athlete relationship. To assess this, the Coach-Athlete Relationship Questionnaire (CART-Q), developed by Jowett and Ntoumanis (2004), was utilized. The Coach-Athlete Relationship Questionnaire (CART-Q) consisted of 11 items, which were categorized into three components: closeness ($\alpha .74$), commitment ($\alpha .75$), and complementarity ($\alpha .76$). A 7-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree) was used for rating. Section C examined the level of trust that athletes had towards their coach ($\alpha .84$). This was measured using a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire, consisting of 10 items, was adapted from Zhu and Akhtar (2014). Section D focused on the athlete's self-confidence, which was reported with an alpha value of $\alpha .86$. This was assessed using the Competitive State Anxiety Inventory-2

(CSAI-2), developed by Martens et al. (1990). The self-confidence consisted of 9 items, and a 4-point Likert-type scale ranging from not at all (1), occasionally (2), frequently (3), and very frequently (4) was used for rating.

Procedures

The questions were bilingual in Malay and English languages. It has been confirmed that the Malay version uses forward-backwards translation from a designated expert language. The current study has undergone a university ethical review process for ethical approval -References: REC/04/2021(MR/179). The team coach was then called to schedule the date and time of data collection. Online data gathering tools, such as Google Forms, have been widely employed to make the questions accessible to athletes. A brief description of the study's aim and purpose, as well as a statement regarding the volunteers' willingness to participate or their decision to withdraw, were included in the information of the online form. Volunteers spent 10–15 min filling out the questionnaire.

Statistical Analysis

All data were analyzed using the Statistical Package of Social Science (SPSS) version 28.0. (i) Descriptive statistics were used for the demographic data. (ii) *r*-Pearson's correlation analysis was performed to examine correlations between the study variables. (iii) An independent samples t-test was used to distinguish gender differences in team sports athletes' perceptions of the coach-athlete relationship, trust, and confidence.

RESULTS AND DISCUSSION

Cronbach's alpha coefficients and correlations for the study variables at the relevant time points are presented in Table 1. Cronbach's Alpha showed that reliability was acceptable ($\alpha \geq 0.70$). Pearson's moment correlation coefficient was computed to assess the relationship between the factors of the coach-athlete relationship (closeness, commitment, complementarity), trust, and confidence among athletes in team sports. Bivariate Pearson's correlations illustrated a moderate positive correlation between closeness and commitment. There was a significant correlation between closeness and commitment ($r = 0.742, n = 152, p = .000$). There was also a statistically significant correlation between complementarity and closeness ($r = 0.652, n = 152, p = .000$). Next, there was also correlation showed a statistically significant correlation between complementarity and commitment ($r = 0.661, n = 152, p = .000$). Furthermore, there was a significant correlation between trust and closeness ($r = 0.441, n = 152, p = .000$). Next, there was a significant correlation between trust and commitment ($r = 0.514, n = 152, p = .000$). Moreover, there was a statistically significant correlation between trust and complementarity ($r = 0.574, n = 152, p = .000$). However, there was no significant correlation between confidence and closeness ($r = 0.70, n = 152, p = 0.39$). There was a significant correlation between confidence and commitment ($r = 0.180, n = 152, p = 0.26$). Surprisingly, no correlation was observed between confidence and complementarity. Finally, there was a significant correlation between confidence and trust ($r = 0.364, n = 152, p = 0.00$).

Table 1. Descriptive Statistics, Alpha Coefficients, and Correlations Among Variables

Variable	M	SD	1	2	3	4	5
1. Closeness	6.04	0.62	<i>0.74</i>				
2. Commitment	5.72	0.72	.742**	<i>0.75</i>			
3. Complementarity	5.88	0.68	.652**	.661**	<i>0.76</i>		
4. Trust	4.20	0.46	.441**	.514**	.574**	<i>0.84</i>	
5. Confidence	3.58	0.39	.070	.180*	.130	.364**	<i>0.83</i>

Note. N = 152. The alpha coefficients (α) are shown on the diagonal.

** . Correlation is significant at the 0.01 level (2-tailed). * . The correlation was considered significant at a level of 0.05.

Table 2 shows the mean and standard deviation for the closeness scores between males ($M = 6.16$, $SD = 0.64$) and females ($M = 6.0$, $SD = 0.58$). An Independent Sample T-test was conducted to compare closeness scores between males and females. Since the p -value (0.371) obtained from Levene's test is greater than .05, it shows that equal variances were met. Thus, there was a significant difference in closeness scores between males ($M = 6.16$, $SD = 0.64$) and females ($M = 6.00$, $SD = 0.58$, $t(150) = 2.488$, $p = 0.014$ (two-tailed). The magnitude of the difference in the mean (mean difference = 0.247, 95% CI = 0.051–0.443). The closeness scores between males and females were found to be significantly different, with a p -value of 0.014 (two-tailed), indicating statistical significance at the 0.05 level

Table 2. Independent Sample t-Test of Gender for Closeness of Team Sport Athletes (N = 152)

	Levene's Test for Equality of Variances		t-Test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Closeness	.805	.371	2.488	150	.014	.24671	.050	.442
			2.488	148.22	.014	.24671	.050	.442

Note: $P < 0.05^{**}$

Table 3 shows the mean and standard deviation for the commitment scores between males ($M = 5.86$, $SD = 0.73$) and females ($M = 5.58$, $SD = 0.68$). An Independent Sample T-test was conducted to compare commitment scores between males and females. The assumption of equal variances was met, as indicated by a non-significant p -value (0.94) obtained from Levene's test. There was a significant difference in commitment scores between males and females ($t(150) = 2.496$, $p = 0.014$, two-tailed). The mean difference between males and females was 0.285 (95% CI: 0.059–0.443). Commitment scores between males and females were found to have a significant difference, given a p -value of less than 0.05.

Table 3. Independent Sample t-Test of Gender for Commitment of Team Sport Athletes (N = 152)

	Levene's Test for Equality of Variances		t-Test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference Lower	Upper
Commitment	.006	.936	2.496	150	.014	.28509	.05943	.510
			2.496	149.11	.014	.28509	.05942	.510

Note: $P < 0.05^{**}$

Table 4 shows the mean and standard deviation for the complementarity scores between males ($M = 5.93$, $SD = 0.76$) and female ($M = 5.83$, $SD = 0.59$). An Independent Sample T-test was conducted to compare complementarity scores between males and females. Since the p -value (0.32) obtained from Levene's test is greater than 0.05, therefore it showed that equal variances was met. There was no significant difference in complementarity scores between males ($M = 5.93$, $SD = 0.76$) and females ($M = 5.83$, $SD = 0.59$, $t(150) = 0.923$, $p = 0.358$ (two-tailed). The magnitude of the differences in the mean (mean difference = 0.102, 95% CI; -0.116 to 0.322). Complementarity scores between males and females were not significantly different, with a p -value greater than 0.05.

Table 4. Independent Sample t-Test of Gender for Complementarity of Team Sport Athletes (N = 152)

	Levene's Test for Equality of Variances		t-Test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference Lower	Upper
Complementarity	1.00	.318	.923	150	.358	.10197	-.1163	.322
			.923	148.84	.358	.10197	-.1164	.320

Note: $P < 0.05^{**}$

Table 5 shows the mean and standard deviation of the trust scores for males and female. The mean scores of trusts for male were 4.18 ± 0.55 while for female was 4.29 ± 0.35 . An Independent Sample T-test was conducted to compare trust scores between male and female. Since the p -value (.000) obtained from Levene's test is less than .05, therefore it showed that equal variances were not met. There was no significant difference in complementarity scores between males ($M = 4.18$, $SD = 0.55$) and females ($M = 4.29$, $SD = 0.35$, $t(126) = -0.578$, $p = 0.56$ (two-tailed). The magnitude of the differences in the mean (mean difference = -0.043, 95% CI; -0.192 to 0.105). Trust scores between males and females were found to have no significant difference, with a p -value greater than 0.05.

Table 5. Independent Sample t-Test of Gender for Trust of Team Sport Athletes (N = 152)

	Levene's Test for Equality of Variances		t-Test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Trust	14.67	.000	-.578	150	.564	-.04342	-.191	.105
			-.578	126.44	.565	-.04342	-.192	.105

Note: P<0.05**

Table 6 shows the mean and standard deviation of confidence scores between males and females. Mean scores of confidences for males were 3.54 ± 0.40 whilst, for female was 4.29 ± 0.40 , respectively. An Independent Sample T-test was conducted to compare confidence scores between male and female. Since the p -value (0.55) obtained from Levene's test is greater than 0.05, therefore it showed that equal variances was met. There was no significant difference in confidence scores between males ($M = 3.54$, $SD = 0.40$) and females ($M = 4.29$, $SD = 0.40$, $t(150) = -1.114$, $p = 0.27$ (two-tailed). The magnitude of the differences in the mean (mean difference = -0.07 , 95% CI; -0.197 to 0.055). The confidence scores between males and females were not significantly different since the p -value was greater than >0.05 .

Table 6. Independent Sample t-Test of Gender for Confidence of Team Sport Athletes (N = 152)

	Levene's Test for Equality of Variances		t-Test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Confidence	.366	.546	-1.114	150	.267	-.07105	-.197	.054
			-1.114	149.93	.267	-.07105	-.197	.054

Note: P<0.05**

Coaching skills have become popular in professional sports because of the increased competitiveness of athletes and the growing demand for athletes to perform well. As a result, the coach-athlete relationship helps athletes achieve their goals more effectively, thereby increasing their performance. For example, athletes who perceive that they are provided with regular and targeted feedback for rectifying technical errors and reinforcing proper technique should regard their coaches as efficacious in their pedagogical and diagnostic proficiencies (Mohd Kassim et al., 2022). Therefore, in the current study, we investigated the following questions: a) Are there relationships between factors of the coach-athlete relationship, trust, and confidence among team sport athletes?, b) Are there differences between factors of the coach-athlete relationship, trust, and confidence among team sport athletes between genders?

Coach-athlete relationship, trust and confidence among team sport athletes

According to the findings of this study, athletes believe that their relationships with their coaches are trustworthy. Athletes were thought to benefit more from psychological training when it was done more frequently on an individual basis by identifying and addressing their unique needs. This notion contributes to a higher degree of trust in coaching. Athletes frequently infer from a coach's coaching abilities that he or she is dependable, courteous, and trustworthy. These findings supplement those of several earlier studies that examined the connection between coaching proficiency and athlete satisfaction in terms of coaching proficiency (motivation and technical competence). Group assessments of the four coaching skills (motivation, game strategy, technique, and character building) are also essential for the team to build trust in the coach (Kassim & Boardley, 2018). However, there is no significant relationship between coach-athlete relationship and confidence, except for "commitment" dimensions. This finding contrasts with past research; for instance, the sports confidence of national male wrestlers was positively and significantly linked to their relationship with their coaches (Gencer & Ozturk, 2018). Commitment represents the desire of the coaches and athletes to sustain their relationships over time. This requires good cooperation between the two parties to help athletes perform well in competition or focus on practicing (Kassim & Boardley, 2018). Thus, there is no doubt regarding their confidence and commitment. The relationship between the coach and athlete represents commitment. Jackson and Beuchamp (2010) showed a favorable relationship between the commitment and efforts of the other and the other efficacy between coach and athlete. Coaches must become proficient in every aspect of improving athlete performance to obtain the best results from their athletes. Thus, athletes must develop a sense of dedication to their coach in order to be loyal to their team.

Coach-athlete relationship, trust and confidence between gender

The results showed that the coach-athlete relationship (except for complementarity), trust, and confidence did not significantly differ between genders. Strong coaches are associated with high athletic performance and satisfaction. For instance, the closeness of the coach describes the emotional quality of the relationship and represents the extent to which the coach and the athlete are related or the degree of their emotional connection. It has also been observed that both male and female athletes have experienced the same degree of attention, and it can be understood that athletes require long-term coaches to do well in the competition. Commitment is seen as a cognitive reflection of the relationship between the coach and athlete. This present study was stimulated and instigated by the notable scholars Jackson and Beuchamp (2010), wherein they expounded upon the intrinsic connection between the proficiency and effectiveness of coaches and athletes, and how it is intricately and undeniably linked to the unwavering dedication, steadfastness, and conscientious exertion exhibited by one another. To achieve the best athlete performance, coaches must acquire working knowledge in all areas related to athlete performance enhancement. For an athlete to be loyal to his or her team, the athlete must feel a sense of commitment to the coach. A good coach-athlete relationship is at the core of a team's dedication. However, depending on the coaching style and coaching experience, the preparation of athletes, fostering teamwork, and good communication are all part of it. However, complementarity based on gender showed no significant differences. Complementarity can be divided into positive or negative results, which affect the type of interaction between the coach and athlete. The current study shows that there is no gender difference in the motivation behind the link between interpersonal behaviors and behavioral characteristics. The fact that the coach provides the best opportunities for each athlete may be due to the coach.

The results also showed no significant difference in trust between genders. From a performance perspective, it would seem especially important for coaches to prevent conflicts in a team and attempt to maintain high cohesiveness (Carron, Colman, Wheeler, & Stevens, 2002). The consequences of poor communication can be broader than just underperforming in the playing field. Females may even suffer negative psychological consequences if they feel unable to create a trusting relationship with their teammates and coaches (Liukkonen et al., 2006). However, an experimental study conducted in a basketball setting by Dirks (2000) found that trust in a coach is more important than trust between teammates. This finding was recently supported by Mach and Lvina (2017).

Additionally, the current results indicate that the confidence level between the male and female groups did not directly impact the athletes' team outcome confidence. This finding is supported by Comeig

et al. (2015), who found that experience in competitive sports is related to higher self-confidence and increased willingness to enter a competitive system. This indicates how long the athlete experiences each sport. Sometimes, the coach's commitment increased due to an athlete already experiencing sports. This is supported by Mohd Kassim et al., (2020) stated that male and female athletes' desire for positive, supportive relationships with their coaches' increases even more, when they have been involved with the sport for a long period. This should be parallel to confidence to develop trust. Lack of trust can make it difficult for the team to focus, reduce performance, and cause players to lose faith in the group, coach, and others. Thus, an important duty of a coach is to create a positive environment and atmosphere for practicing and competing (Rhind & Jowett, 2010).

CONCLUSION AND RECOMMENDATION

Based on this study, several conclusions can be drawn. The coaching profession is ever-changing and coaches need to know or always catch up to succeed. Accordingly, the coach must be a skillful and an effective leader who can communicate, engage, and motivate athletes. Consistent with Vealey's (2001) arguments, high sport-confidence facilitated sports performance by positively affecting athletes' thoughts, feelings, and behaviors. Nevertheless, despite their responses, competing athletes were vulnerable to the elements that undermined their confidence. These aspects, which are influenced by gender and the coach themselves, seem to be linked to the places where they gain their confidence. Additionally, this study provides novel insights into effective strategies and ideas for enhancing trust between coaches and athletes, as well as inside teams. The coach-athlete relationship may have a significant impact on the state anxiety levels of athletes, which in turn affects athletes' performance. A positive and intimate coach-athlete relationship may be associated with lower levels of anxiety, while a negative or distant relationship may be linked to higher levels of anxiety. Generally, the effectiveness of coaching and the quality of the coach-athlete relationship are fundamental factors in determining an athlete's confidence levels and trust. Athletes who perceive their coaches as effective and have a strong relationship with them may experience lower anxiety levels. Conversely, athletes who have a poor relationship with their coaches may experience higher anxiety levels. Therefore, fostering a positive and intimate coach-athlete relationship is crucial for reducing anxiety and enhancing athlete performance. Finding new ideas to improve team and individual performance is an ongoing challenge for coaches. However, the coach must overcome this to establish a strong rapport with the team by enhancing strategy and performance. The coach may benefit from the knowledge regarding coaching philosophies added during coaching education. In summary, the coach-athlete relationship is important for optimizing effective coaches, specifically helping athletes with psychological enthusiasm and building trust and confidence.

AUTHORS' CONTRIBUTION

The authors contributed equally to the design, conception, and research strategy of this article. Ahmad Fikri Mohd Kassim led the writing process as the corresponding author, with Nur Maizatul Akma Jamal providing coordination and assistance in drafting the manuscript. Harris Kamal Kamarudin provided guidance throughout the project, while Nurwina Akmal Anuar supervised and proofread the manuscript for sequence and alignment. Syed Shahbudin Syed Omar assisted with data collection, and Mohd Shukri Che Zakaria contributed to aligning the discussion on content validity with industry perspectives. All authors have reviewed and approved the final manuscript.

CONFLICT OF INTEREST

No agency or organization has a conflict of interest with this study, which might be interpreted as influencing the findings or interpretation of this study. No financial resources were available to support this project.

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