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Research Article

Maximizing The Impact Of Sports Among Student-Athletes Through Effective Communication Strategies

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ABSTRACT

Members of the team give each other opportunities to improve their mental and physical health as well as various kinds of social supports. likewise as part of a building teams intervention, teams that use strategies to strengthen their social support are more likely to create an effective, productive organization with effective communication, a common commitment to the team's objectives, and a shared vision for success. This paper aims to determine how evident the communication strategies utilized by the student-athletes are. Using the quantitative-descriptive method, it was revealed that the respondents are highly evident in almost all communication strategies being tested.

Keywords: impact of sports, sports science, athletes, effective communication, strategies

Introduction

One social phenomenon of the contemporary age is sport. Engaging in sports reveals a true human need to dominate and rule over another person. Frequent social interactions can assist in building self-confidence and self-esteem while reducing stress, anxiety, and depression. Additionally, belonging to a team or group can foster a sense of security and camaraderie as well as facilitate teamwork and problem-solving. Thus interaction with the social environment is significant.

Sports-related behaviors and activities are explained by an evaluation of the person-environment relationship. Particularly in athletics, participants face a wide range of interaction situations throughout practice and competition. Task-related and social interactions need to be distinguished from one another while also emphasizing how interdependent they are. Mutual influence arises mostly via communication between interacting actors. Individuals can communicate with one other through the psychological encryption (sender) and decryption (receiver) of messages that contain both verbal and nonverbal cues. Following communication scientific in nature guidelines and best practices for both senders and recipients can improve the likelihood of successful, functional, and effective communication in sports.

A child should be at least 6 years old before playing organized team sports like baseball and soccer, based on their physical, psychological, and cognitive development. To help determine whether a child is ready to enroll and what level of competition they can successfully participate in, an accurate evaluation of each child's unique sports preparedness should be conducted. Being active, having fun, and enjoying a positive sporting experience are the objectives of involvement for the very young "athlete," who will acquire and hone basic abilities. Introducing a young child to a range of activities has been demonstrated to have positive effects on both physical and mental development. Parents believe that their children play sports to "win," which is why teachers continue to teach their athletes the best method to win. Sports satisfaction surveys show that most youngsters appreciate playing sports primarily for the purpose of "having fun."

In order to succeed in any sporting effort, sports strategy is essential. Developing a strategy, assessing strengths and weaknesses, and making quick adjustments to tactics are all part of it. Good sports strategy can improve team dynamics, raise spirits, and raise winning odds. Tactical analysis, team building, creating a game plan, making adjustments during play, and performance assessment are important components of sports strategy. Creating a winning game plan involves knowing your team, studying the opposition, establishing specific goals, making backup plans, and communicating effectively.

There are established communication protocols for team sports. Inattentive listening, which usually happens because the listener is uninterested, thinking about something else, staring at their phone, or preparing their next response, is one of the more frequent barriers to communication. Success in any athletic effort depends on having a solid sports plan. It entails evaluating advantages and disadvantages, creating a strategy, and making proactive strategy adjustments.

Giving mixed or misleading messages is another frequent source of communication problems. Learning to listen more effectively is one way to enhance communication and decrease communication breakdowns. Being driven to improve is the final foundation for enhancing communication and reducing the likelihood of communication errors.

Hence, this study has been conducted to determine the effective communication strategies of student athletes.

Related Literature and Studies

Jukic et al. (2018) provided a comprehensive and detailed explanation of the advantages of sport science support in their study. This backs up the claims made by sport specialists utilizing data based on proof (Eisenmann, 2017). These kinds of materials typically include the results of applied research, which supports the specialists' practical expertise and knowledge. The sciences—kinesiology, physiology, psychology, sociology, biomechanics, sport medicine, biochemistry, etc.—provide the majority of the support for elite team sports. Sport scientists should apply concepts and issues that arise in typical scenarios in daily sports practice to their research. Establishing a mechanism to apply research findings to sport practice is crucial (Coutts, 2017). This is only feasible if researchers who specialize in sports perceive the results to be insightful and practical. Hence, sport sciences can become a useful service and a tool of sport experts and provide helpful information for solving practical issues. In doing so, sport sciences should adhere to the evidence-led and informed practice principles (Buchheit, 2017a).

Sport professionals can better logically manage the sport preparation process with the aid of sport science and evidence-based knowledge (Coutts, 2016). Sport training is essentially an algorithm-based approach with the goal of reducing unintentional results and incidents. The vast knowledge that sports specialists have gained from solving real-world issues also plays a role in helping them choose the finest solutions to help them reach their intended sporting objectives. With the math-cybernetic method, however, drawing any kind of conclusion is challenging because a great deal of variables affect both sport preparation and performance. Conclusions about sport training as a form of artistic expression are possible because of the unexplained portion of human variety and the impact of training (Jukić, 2015a). Sport professionals can better logically manage the sport preparation process with the aid of sport science and evidence-based knowledge (Coutts, 2016). Sport training is essentially an algorithm-based approach with the goal of reducing unintentional results and incidents. The vast knowledge that sports specialists have gained from solving real-world issues also plays a role in helping them choose the finest solutions to help them reach their intended sporting objectives. With the math-cybernetic method, however, drawing any kind of conclusion is challenging because a great deal of variables affect both sport preparation and performance. Conclusions about sport training as a form of artistic expression are possible because of the unexplained portion of human variety and the impact of training (Jukić, 2015a).

On the Positive Impact of Sports to the Students

In her research, Merkel (2013) cited the 2009 update of "Her Life Depends on It," an evidence-based research project that emphasizes the significant role that sports and physical activity play in the lives of girls and women. This report highlights the benefits that physically active girls experience in terms of their health and well-being, emphasizing the reduction in the risk of obesity, osteoporosis, heart disease, and breast cancer that comes with encouraging young females to exercise. This is important because most girls do not engage in the recommended level of daily physical activity. Additionally, the incidence of drug use, smoking, teenage pregnancy, and suicide decline with increased physical activity and sports involvement (Pate, Trost, Levin, & Dowda, 2000). According to Taliaferro, Rienzo, Miller, et al. (2008), girls who play sports are more likely to achieve their academic goals, have better body images, and are less likely to experience depression.

According to research by Pate, Trost, Levin, and Dowda (2000), teenage boys and girls who participate in sports have been shown to have fewer suicidal thoughts and tendencies. According to Taliaferro, Rienzo, Miller, et al. (2008), sports engagement has favorable psychologic advantages and is recommended for adolescents as the third leading cause of death. Frequent vigorous activity lowers the likelihood of suicide thoughts and feelings of hopelessness in both boys and females, according to data from the Centers for Disease Control's 2005 Youth likelihood Behavior Survey. Apart from the health advantages of physical activity, the social validation and support that teamwork can offer enhance the triumph of sports by decreasing the possibility of suicide. Students who participate in sports and who report having a good social support network seem to be more resistive to the harmful influences that lead young people to consider

suicide. It is important for female athletes to recognize the impact that friendships and peer relationships have. When students' involvement in extracurricular activities, sports, and social well-being were compared, pupils who played sports showed more psychosocial advantages than those who participated in non-sporting after-school programs (Harrison and Narayan, 2003). Teenagers who engaged in extracurricular activities, such as athletics, showed enhanced abilities in goal-setting, time management, emotional regulation, leadership, wisdom, social intelligence, collaboration, and self-examination, according to three separate studies conducted in 2003. According to Alman and Cumming (2003), teenagers who play team sports are less depressed, more confident in themselves, and less likely to act suicidally.

Theoretical Framework

According to this study, which is based on the Relationship Management Theory, fostering "organizational-public relationships" around shared interests will eventually result in an advantageous exchange between the parties involved (Ledingham, 2003). The notion depends on both sides reaping rewards (Ledingham, 2003). In sports communication, building strong bonds with fans, athletes, teams, leagues, and other organizations is crucial. Each side will be in a better position to achieve their goals by developing these ties (Ledingham, 2003). Furthermore, it is essential to maintain these networks consistently via two-way communication and meaningful material. The partnership will suffer and lose its effectiveness if neither side stops giving and receiving important information from the other.

Research Questions

1. Determine the student-athletes' communication strategies in terms of the following:
a. social support, depth and conflict
b. conflict management, openness, motivation, positivity advice, support and social networks.

Methodology

This study aims to determine the effective communication strategies of athletes. The target participants are basketball teams with their athletes and coaches from state universities in Zamboanga City. Total enumeration is the sampling technique appropriate for this study since there could only be a few athletes per team. It focuses on how sport psychology theories relate to basketball players and how coaches communicate with them to create "average to top" performing teams. This study employs a descriptive quantitative design utilizing standardized survey instruments to be tabulated and analyzed through inferential statistics.

The first instrument, the Quality of Relationships Inventory (QRI; Pierce et al., 1997; Jowett, 2009), has been developed to measure two positive and one negative relationship aspect: social support (provisions of support), depth (significance of relationship), and interpersonal conflict (expressions of anger and uncertainty that accompany conflict). The QRI (Athlete Version) has been developed as a measure that can be used for any interpersonal relationship type. It is composed of 18 statements rated on a 4 -point Likert scale: 4-very much, 3-more likely, 2 least likely, and 1 not at all. The three components are social support, depth, and conflict. Questions 1–6 measure social support; Questions 7–12 elicit depth; and Questions 13–18 test conflict.

The second instrument was the Quality of Relationships Inventory (Coach Version). It is patterned after the QRI (athlete version) with 18 statements rated on a 4-point Likert scale: 4 very much, 3- more likely, 2 least likely, and 1 not at all. The purpose is to reword each statement from the perspective of the coach.

The third instrument used in this study was Rhind and Jowett's (2012) Coach-Athlete Relationship Maintenance Questionnaire (CARM-Q) (Athlete Version). CARM-Q was developed based on the process recommended by DeVellis (2003). The COMPASS model, as previously discussed, provided the framework that guided the item generation process. A set of 50 items, rated on a 4-point Likert scale: 4 very much, 3-more likely, 2 least likely, and 1 not at all, were developed based on the quantitative data gained from coaches and athletes. Out of these 50 statements, the following 7 categories were extracted: conflict management, openness, motivation, positivity, advice, support, and social networks. Additionally, Statements 1, 15, 22, 29, 36, 43, & 50 measure conflict management; Statements 2, 9, 16, 23, 30, & 37 test openness; Statements 3, 10, 17, 24, 31, 38 & 45 elicit motivational responses; Statements 4, 11, 18, 25, 32, 39 & 46 measure positivity; Statements 5, 12, 19, 26, 33, 40 & 47 test advice; Statements 6, 13, 20, 27, 34, 41, & 48 elicit support; and Statements 7, 14, 21, 28, 35, 42, & 49 measure social networks.

Results and Discussion

Table 1.0 presents the respondents' communication strategies: social support, depth, and conflict. A closer look at this table reveals that it is highly evident that athletes manifest positive social support, depth, and conflict in terms of their relationship with their volleyball coach, as proven by the mean values (3.0245, 3.3227, and 3.5521) with their respective standard deviation values (.59383,.56678, and.61336). In a similar vein, it is highly evident that coaches elicit very positive social support, depth, and conflict in communicating with their athletes, as evidenced by the mean values (3.4192, 3.5336, and 3.3200) with their corresponding standard deviation values (.42743,.40550, and.55678). All standard deviations are considered statistically to

be big values. It means that both athletes and coaches are heterogeneously grouped in terms of their views about communication strategies.

In Jowett's (2009) study, the coach-athlete relationship is viewed as a multidimensional situational construct containing three factors: namely, closeness, commitment, and complementarity (3 Cs) that can be captured from a direct perspective and a meta-perspective. This conceptualization is primarily based on research conducted with samples that mix student and non-student athletes. This study aimed to examine the factorial structure of the direct and meta-perspective versions of the Coach-Athlete Relationship Questionnaire (CART-Q) in a sample of student athletes. Confirmatory factor analysis supported the validity of a model with separate yet correlated factors for the 3 Cs.

Furthermore, the 3 Cs were found to be related in a conceptually coherent manner with such outcome variables as support from the coach, significance of the relationship (depth), and the level of conflict experienced in the relationship. The results contribute further evidence to the utility of the CART-Q for the assessment of the quality of the coach-athlete relationship in student athletes.

Table 1.0 The Respondents' Communication Strategies: Social Support, Depth and Conflict

Variables		Social Support	Depth	Conflict
Athletes	Mean	3.0245	3.3227	3.5521
	Std. Deviation	.59383	.56678	.61336
Coaches	Mean	3.4192	3.5336	3.3200
	Std. Deviation	.42743	.40550	.55678
Overall	Mean	3.1060	3.3663	3.5041
	Std. Deviation	.58434	.54272	.60723
Descriptor		Highly Evident	Highly Evident	Highly Evident

3.99- 3.00 Highly Evident; 2.99- 2.00- Evident; 1.99-1.00 Least Evident; 0.99-0.00 Not Evident

Table 3.2 presents the respondents' communication strategies: conflict management, openness, motivation, positivity, advice, support, and social networks. As shown in this table, it is highly evident that athletes manifest very positively conflict management, openness, motivational positivity, advice, support, and social networks on how they treat their volleyball coach, as proven by the mean values (3.2453, 3.4507, 3.2782, 3.1250, 3.0891, and 3.0000) with their p values (.51094,.48902,.50169,.55808,.61631, and.62486). Additionally, it is evident that athletes elicit positive openness towards their coach, with a mean of 2.6650 and a standard deviation of.74736.

In same way manner with athletes, it is also highly evident that coaches manifest very positively conflict management, openness, motivational, positivity, advice, support, and social networks as proven by the mean values (3.2738, 3.5145, 3.3436, 3.1876, 3.1511, & 3.0677) with their respective standard deviation values (.49462, .47700, .50092, .55505, .59736 & .60293). In addition, it is evident that coaches manifest positively openness toward their athletes with the mean of 2.7521 and its standard deviation values of 73963. All standard deviation values appear to be of big values statistically. It means that both athletes and coaches are heterogeneously grouped in terms of their perception on communication strategies.

Rhind (2008) is comprised of four studies. The first study developed longer versions of the Coach-Athlete Relationship Questionnaire (CART-Q), both from a direct perspective (Jowett & Ntoumanis, 2004) and a meta-perspective. Instruments that measure the quality of a dyadic relationship were reviewed, and items relevant to the coach-athlete relationship were highlighted. Evidence of the content validity of selected items was provided via expert panels, and statistical support for the criterion and construct validity of the new measure was demonstrated using a sample of 693 participants (383 athletes and 310 coaches). Evidence was also found for the internal consistency and reliability of the longer versions of the CART-Q.

Study 2 involved a systematic review of effective relationship enhancement programs in order to identify their underlying strategies. Programs were analyzed based on the elements within Jowett's (2005b, 2007) 3+ I C conceptualization of the coach-athlete relationship. Therefore, factors that could potentially promote closeness, commitment, complementation, and orientation within the coach-athlete relationship were identified. Recommendations are made for implementing these strategies within any program that aims to enhance relationships in sports. The need to develop relationship enhancement programs in sports that are based on sound scientific theory and research evidence was a key finding of this systematic review. Study 3 is an explorative qualitative study into the maintenance strategies that are used by coaches and athletes. Twelve one-to-one interviews with 6 coaches and 6 athletes from team and individual sports were conducted. Content analysis revealed a number of main categories and sub-categori

Accordingly, the main seven categories were: conflict management, openness, motivation, positivity, advice, support, and social networks. These categories represented mutually exclusive maintenance strategies and formulated the COMPASS model of relationship maintenance in sports. The fourth and final study employed the COMPASS model to develop a measure of the use of maintenance strategies within the coach-athlete relationship (coach-athlete relationship maintenance questionnaire: CARM-Q). A pool of 50 items was generated based on relevant theory and research, including the data from Study 3. The content validity of these items was established using an expert panel. The items were then administered to 251 participants (146 athletes and 105 coaches). Principal Components Analysis (PCA) was used to identify the latent underlying structure.

A 28-item measure was created with seven sub-scales measuring conflict management, openness, motivational, preventative, assurance, support, and social network strategies. These seven factors comprise the revised COMPASS model of relationship maintenance in sports. Evidence of the content, construct, and criterion validity, as well as the internal consistency and reliability of the CARM-Q, was found. As a whole, Rhind (2008) makes a significant contribution to our understanding of the quality of a coach-athlete relationship and the ways in which this can be maintained, which really substantiate the findings of the present study.

Table 2.0 The Respondents' Communication Strategies: Conflict Management, Openness, Motivational, Positivity Advice, Support and Social Networks

Variables		CM	OP	MO	PO	AD	SU	SN
Athletes	Mean	3.2453	2.6650	3.4507	3.2782	3.1250	3.0891	3.0000
	Std. Deviation	.51094	.74736	.48902	.50169	.55808	.61631	.62486
Coaches	Mean	3.3832	3.0868	3.7596	3.5944	3.4280	3.3892	3.3372
	Std. Deviation	.41736	.61425	.33497	.41921	.48134	.45415	.42040
Overall	Mean	3.2738	2.7521	3.5145	3.3436	3.1876	3.1511	3.0677
	Std. Deviation	.49462	.73963	.47700	.50092	.55505	.59736	.60293
Descriptor		Highly Evident	Evident	Highly Evident	Highly Evident	Highly Evident	Highly Evident	Highly Evident

N=121; Athletes= 96; Coaches= 25
3.99- 3.00 Highly Evident; 2.99- 2.00- Evident; 1.99-1.00 Least Evident; 0.99-0.00 Not EvidentCM- Conflict Management; OP- Openness; MO- Motivational ; PO- Positivity; AD- Advice; SU- Support; SN- Social Networks

Conclusion

Psychological outcomes for community-based programs are successful if physical activity is combined with positive social constructs. When youth sports coaches were instructed in coach effectiveness training, an enhanced sporting experience was reported by most athletes. These coaches improved player satisfaction, motivation, self-esteem, compliance, and attrition rates through positive reinforcement and teaching. This study concludes that student-athletes are highly evident in using their communication strategies in terms of social support, depth, conflict, conflict management, motivational, positive advice, support, and social networks. However, it seems that their communication strategy in terms of openness is only evident. With this, it will demonstrate that the receipt of sufficient support from others is one of the most important features of highly successful athletes that relates to their entire athletic career.

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