

# THE ART OF COACHING BEHAVIOUR ON HIGH PERFORMANCE ATHLETES: THE MEDIATING ROLE OF MEDIA

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**Abstract** – In comparison to professions such as medicine, law, and education, sports coaching is a relatively recent occupation. However, over the past several decades, sports coaching has continued to progress towards professionalisation on a global scale. Within the framework of high-performance sports, coaches play a major role in the link between coach behaviour and athlete performance. They have to direct the athletes' performances in the local and international sporting arenas and are responsible for producing winning results. In addition, successful athletes need to know how to work with the media. They will be questioned before and after events, followed on social media, and frequently work with sponsors who need them to behave in a particular manner and provide them with opportunities for publicity. These standards and expectations can be exhilarating but yet, at the same time, can bring along negative side effects too. For example, they might result in poor athletic performance if the athlete does not properly handle the needs or fail to successfully manage the stress they cause. Hence, the primary goal of this study was to meaningfully contribute to the knowledge base regarding the creation of successful high-performance athletes. As a result, this study develops and empirically examines a comprehensive model of coaching behaviour, media, and high-performance athletes, reflecting an all-inclusive understanding of the interactions between these factors. Researchers conducted the study by distributing structured questionnaires to athletes in Selangor. Using Partial Least Square Structural Equation Modeling (PLS-SEM), the usable data of 70 have been analysed. The findings showed that coaching behaviour positively influences high-performance athletes. Furthermore, the media mediates the relationship between coaching behaviour and high-performance athletes. This study's findings will be valuable for sports industry research, which assists sports providers in understanding the significance of coaching behaviour and media in an environment of intense sports competitiveness.

**Keywords** – Profession, Sports coaching, social media, PLS-SEM

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## I. INTRODUCTION

High-performance (HP) sport encompasses any athlete or team that competes at the international or national level and can be thought of as the pinnacle of a sport's evolutionary trajectory. The phrase "high-performance" sport has recently emerged to describe the vastness, expansion, and pervasiveness of the world's top-tier athletic competitions. More importantly, how do athletes reach HP, if this is the apex of sport, and maintain such high levels of performance?

The formation of relationships, alliances, or partnerships between athletes and coaches is common to practise, and it is via these connections that athletes receive teaching, advice, and support. In addition, when considering the factors that contribute to athletic achievement, sports directors and managers, media members, coaches, and athletes have brought the relevance of the coach-athlete relationship to the general public's attention.

Greater emphasis has been placed on understanding how high-performance coaches acquire the necessary skills to be effective in their roles as a result of the desire to increase athletic performance outputs (Blackett et al., 2020). A growing body of literature in the field has found that coaches' prior experience as competitive athletes is a crucial stepping stone in the development of their coaching expertise (Blackett et al., 2020; Watts & Cushion, 2016). It has been argued that former elite athletes can better leverage their embodied social, cultural, and symbolic capital if they engage in a competitive-athletic career prior to transitioning into a high-performance coaching post. According to Subijana et al. (2021), prior research has demonstrated that coach-athlete relationships affect the quality of players' sports experiences and outcomes.

The profession of sports coaches plays a significant role in enhancing individual and group athletes. Their experiences enhance coaches' understanding as athletes and coaches (de Haan & Knoppers, 2020). Coaches should become proficient in every field related to performance improvement because they are the ones in charge of helping athletes develop and reach their goals. It is widely accepted that the development of a strong bond between coaches and their athletes leads to increased participation, greater athlete happiness, higher self-esteem, and better overall performance (Foulds et al., 2019).

The three main components of what Côté and Gilbert (2009) call "successful coaching" are the coach's knowledge and behaviour, the coach's consistent application of that information, and the context in which the coaching takes place. The relationship between a coach

and an athlete has been defined as one in which the thoughts, emotions, and actions of both the coach and the athlete are reciprocally and causally interrelated (Wekesser et al., 2021).

In addition, researchers have found that sports media can change how an athlete sees their performance (Aletta, 2020). Athletes are not an exception to using social media to connect with fans and showcase their talents. Much anecdotal evidence suggests that the media can significantly impact athletes' performances (Dreyer et al., 2022). Sports have had a lot to do with getting attention for a long time. The stress of having the sports media watch, criticise and analyse every move an athlete makes can positively or negatively affect the athlete, depending on how the report is written (Aletta, 2020). Statista (2019) mentioned that social media use is one of the most popular online activities, with approximately 2.95 billion people using various platforms in 2019 and an average consumption time of 136 min per day. Hence, social media can help make professional athletes more significant and drive them to adopt the right mindset in order to motivate and inspire athletes and the general public (Geurin & McNary, 2020).

## II. PROBLEM STATEMENT

Within the realm of high-performance sports, coaches play a pivotal role as major characters in the link between coach and athlete performance (Blackett et al., 2020; de Haan & Knoppers, 2020). They are responsible for directing the performances of athletes in the worldwide sporting arena, and they are answerable for the production of winning results (Mallett & Lara-Bercial, 2016). As a result, we might consider them performers in their own right. Coaching high-performance athletes, such as those in the Olympics or professional sports, is, on the other hand, dynamic, complicated, and often chaotic. Due to a number of factors, such as increased international competition, the significance of the stakes in relation to the country's investment in elite sport, the absence of adequate resources, or, on the other hand, the appropriate coordination and maximisation of the abundance of resources that are available, high-performance coaches face ever-growing challenges to succeed in their daily practise (Mallett et al., 2016).

Furthermore, reporting in the sports media on an individual athlete or group of athletes almost always has an effect on the opinion, appreciation, affection, and support of fans. When such sports-media reports are positive or at least objective, this can lead to athletes better perceiving their performance. On the other hand, when such reports are sexist, subjective, or biased, it can affect the confidence of such athletes, which can lead to athletes having a poor perception of their performance and performing poorly.

There is a conspicuous lack of domestic works that are either empirical or evidentiary in this field. Due to the enormous knowledge vacuum, making this inquiry was necessary. This study was carried out with the purpose of examining the role that sports media and coach behaviour play as potential correlates of perceived high-performance athletes.

Coaching behaviour plays a crucial role in the

performance of athletes. Coaches' leadership strategies, attitudes toward responsibilities, and communication patterns greatly influence the performance of their athletes. In the meantime, the media's significant impacts on high-performance athletes are evident and undeniable. As such, the cross-spinning relationships among coaching behaviour, athletes' performance, and the media are a topic worthy of investigation.

### **Coaching Behaviour and High-Performance Athletes**

The coach-athlete relationship is essential for enhancing sports execution, coaches' viability, and athletes' improvement. A positive coach-athlete relationship enables coaches to positively impact athletes in games and life (Adnan et al., 2021). Hence, coaches play a vital role in the athletic environment. Their behaviours impact athletes' technical, cognitive, strategic, and psychosocial development, as well as the outcomes of their engagement in sports. Understanding the preferences of their athletes for coaching behaviour may help coaches better maintain and increase athlete satisfaction (Pestano, 2021; Riemer & Chelladurai, 2016).

Mohd Noor et al. (2019) conducted a study on coaching behaviour to examine the pattern of behaviours shown by coaches and its impact on high performance athletes. In addition, Sattar et al. (2020) also reported that coaching behaviour significantly impacts athletes' performance in sports, with positive behaviour leading to a positive impact on performance. Hence, the author concludes a successful coach will develop a well-defined coaching behaviour and learning environment that will assist athletes in developing and performing to their full potential. Furthermore, interpersonal relationships between coaches and athletes play an important role in coaching. Therefore, this type of coaching is essential for high performance and plays an important role in ensuring athletes' continued success (Choi et al., 2020).

As a result, coaches must use coaching behaviour dimensions such as physical training and planning to increase athletes' intrinsic motivation to practice and improve and refine their techniques and skills. This coaching strategy will benefit not only the coaches but also the athletes, particularly in terms of improving athletes' international competitive performance (Mohd Noor et al., 2019). Therefore, coaching behaviour is regarded as essential in any sporting event and other related fields since it significantly impacts high performance athletes. Thus, the following hypothesis is formulated:

H1: Coaching behaviour has a positive influence on high performance athletes

### **Coaching Behaviour and the Media**

Social media (SM) such as Facebook, Twitter, and Instagram has caused traditional media to lose consistency (Lewis et al., 2017). Furthermore, social media has altered the way people interact with one another. It has also become a potent new instrument that is capturing the attention of researchers and practitioners, especially in marketing and communication research (Rousidis et al., 2019). Previous research has emphasised the potential benefits of using social media. For example, the benefits of

social media for athletes have been noted in the sports world, including information attainment, social involvement with fans and followers, construction of a public image, and personal brand (Park et al., 2020; Khan et al., 2014).

The relationship between sports and the media is symbiotic, and media experts are increasingly interested in the interaction between the two. In addition, the role of the coach is highly valued in the media and has become the centre of attention. For example, in his study, Ilharco (2019) explores the coach's behaviour as a leader, focusing on the media's impact on athletic performance. The study concluded that a coach's presence in the media and the management of fans and the public boost the performance of athletes. Furthermore, exposing the athlete to the media increases the athlete's strength and performance. Hence, coaching behaviour can influence the media. Consequently, based on the above, this study proposes the following hypothesis:

H2: Coaching behaviour has a positive influence on the media

### ***The Media and High-Performance Athletes***

The media is an essential instrument in providing information to the public about sports events and activities. The media, such as newspapers, television, and social media, could positively and negatively impact athletes' performance. Social media functions as a source of self-expression for athletes to learn about their diet and training. In the meantime, social media helps players to learn from good coaches and top athletes by watching their training programs (Vale & Fernandes, 2018).

According to Saini (2015), some of the benefits of the media include inspiring and encouraging the public to participate in sports, portraying athletes as role models in newspapers and on television, educating viewers about sports, and acting as a coaching tool by watching sporting events on television. In a study by Frisby and Wanta (2018), athletes agree that utilising the internet and reading the newspapers had the most favourable effects on them. A total of 147 athletes from a large Midwestern university who participated in the study said that reading the newspapers allowed them to relax and keep their emotions in check, and utilising the internet relieved their tension since it kept them entertained. At the same time, they were distracted by noises and online articles and videos. Hence, the media does play a vital role in improving athletes' performance, and the following hypothesis is therefore proposed:

H3: Media has a positive influence on high performance athletes

### ***The Mediating Role of Media***

Athletes who use social media face both advantages and disadvantages. As a result, numerous sports stakeholders have discussed the proper use of social media by athletes at big sporting events, with some contending that doing so may significantly affect both the coaching style and the performance of the player. Therefore, this study aimed to look at the aspects of social media that athletes believe to

be helpful, long-term contributing factors.

Athletes mostly use social media to communicate with fans and other athletes and post content unrelated to sports. Hayes et al. (2019) confirmed that athletes contributed information about their team, coaching sessions, competitive events, and match/competition results in addition to sharing media like films and images. Sports organisations may therefore try to encourage practices like mindfulness coaching sessions that might improve athlete wellness and reduce stress and anxiety. It has been proposed that mindfulness training can help some athletes manage their stress and possibly enhance their performances. It may also help athletes achieve a healthy balance with their use of social media. On the other hand, athletes may experience an attentional conflict while competing if they receive unfavourable feedback from fans. Some athletes have noted that they overanalysed negative feedback during training, which led to more work to improve on the criticized performance elements (David et al., 2018).

Karimi et al. (2022) found the mediating role of social media among managers and employees of sports and youth departments in Kermanshah province. In addition, the results of the study by Hayes et al. (2020), social media made it easier to send encouraging comments to athletes, which may be thought of as social support. Additionally, diversions gave athletes a chance to practise specific techniques to minimise detrimental effects on their performance. By encouraging self-assurance and control when athletes are under pressure or encounter adversity, coaches, teachers, or sports psychologists can aid players in building resilience. This concept can also be used to solve problems with social media use. As a result, there is a chance for practitioners to apply the idea of resilience to social media environments.

H4: The media mediates the relationship between coaching behaviour and high-performance athletes

## **III.METHOD**

The quantitative method for data collection was adopted for the study. The quantitative approach is effective when sample data should be generalised and applied to the entire population in order to reveal patterns and trends (Davidsson & Patel, 2003). The conceptual framework for this research is illustrated in Figure 1. Coaching behaviour and media are considered latent variables that influence high performance athletes.

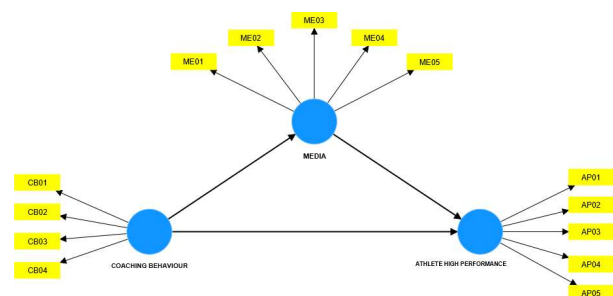


Figure 1. Research Conceptual Framework

The research instrument was created following the development of the conceptual framework. First, a highly structured questionnaire was developed based on previous studies. The questionnaire was divided into four sections: the respondent profile, high performance athlete, coaching behaviour, and media measurement. Each variable's components were drawn from previously published research, most notably from Nahum (2016), Carlsson & Lundqvist, (2016), and Lewis et al. (2017). The 14 items were assessed using a five-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5). This study was descriptive in nature. According to Siedlecki (2020), descriptive surveys are used to determine the prevalence, incidence, or magnitude of a population's characteristics, such as demographic, health, or others.

### Data Collection

This study used self-administered survey questions to obtain information. Approximately 70 responses were acquired through the use of a convenient sampling method. The sample size is consistent with Sekaran and Bougie (2010), who recommended a sample size of at least ten times the number of variables.

### Data Analysis

This study employed SmartPLS 4 to analyse data gathered from the athletes in Klang Valley who served as the participants. The assessment of the Partial Least Square-Structural Equation Modelling (PLS-SEM) and the reporting of the output was based on the recommendations of Hair et al. (2017) and Ramayah et al. (2016).

### Assessment of Goodness of Measure

The variable items were quantified using the five-point Likert scale. As recommended by Bouranta et al. (2009) proposed that 5-point rating scales are less confusing and boost the response rate. In addition, constructing a Likert scale is straightforward and is likely to result in a highly dependable scale, as well as; it is simple to read and complete from the standpoint of participants (Taherdoost, 2019). Finally, the tools were created to assess the variables, including high performance athletes, coaching behaviour, and media. Table 1 summarises all of the constructs utilised in this study, including their definitions, sources, and the total number of items.

**TABLE 1: PROPERTIES OF THE MEASUREMENT ITEMS**

Construct	Definition	Source	No of items
High Performance Athletes	High performance athlete is the pinnacle of sport development and includes any individual or team competing nationally or internationally.	Nahum (2016)	5
Coaching Behaviour	Coaching behaviour is the science and art of assisting the performance, learning, and development of the person or team, which contributes to the growth of the organisation.	Carlsson & Lundqvist, (2016)	4
Media	The media in sports is the tool that has captured sports events, player decisions, and all other player-related	Lewis et al. (2017)	5

information.

### Reliability and Validity Analysis

Validity and reliability tests were conducted on the derived measurement model. Hair et al. (2017) defined consistency as the degree to which two measurements correlate well with one another. Hair et al. (2017) proposed using factor loadings, composite reliability (CR), and average extracted variance (AVE) to assess convergent validity. Hair et al. (2017) suggests a cut-off value of more than 0.5 and a coefficient of determination (CR) greater than 0.7 for optimal loading.

Internal consistency measures the power of scale items to correlate with other items in the scale that are supposed to measure the same construct. Running the Cronbach's alpha (CA) test is one way to verify the measure's reliability with a lower limit of 0.70 (Hair et al., 2010). Cronbach alpha is used as the lower bound of the internal consistency reliability, and the composite reliability score depicts the upper bound for solid reliability (Hair, Ringle & Sarstedt, 2013). Table 2 shows that HPA, CB, and ME CA values are above 0.7, as proposed by Hair et al. (2017). According to Hair et al. (2017), CA always assumes that all indicator loadings are equal in the population and tends to underestimate internal consistency reliability. All constructs have CA values ranging between 0.872 to 0.917, i.e., above 0.70. Thus, the measurements used in this study are reliable.

Convergent validity is the test to measure the degree of multiple items that correlate positively with the same construct's alternative measures. The average variance extracted (AVE) is a standard criterion introduced by Fornell and Larcker (1981). Hair et al. (2017) defines the AVE as the grand mean value of the squared loadings of the indicators, which is equivalent to the communality of a construct. For example, an AVE of 0.50 explains more than half of the variance of its indicators (Hair et al., 2017). On the other hand, an AVE less than 0.5 indicates that more error remains in the items than the variance explained by the constructs. Table 2 summarises the results of the measurement models. The results indicate that all constructs used are valid measures of their respective constructs according to their parameter estimates and statistical significance.

**TABLE 2: RESULT OF THE MEASUREMENT MODELS**

Latent Variables	Indicators	Loadings	CA	CR	AVE
High Performance Athlete (HPA)	AP1	0.780	0.872	0.893	0.663
	AP2	0.888			
	AP3	0.859			
	AP4	0.692			
	AP5	0.837			
Coaching Behaviour (CB)	CB1	0.842	0.899	0.903	0.769
	CB2	0.891			
	CB3	0.871			
	CB4	0.902			
Media (ME)	ME1	0.848	0.917	0.921	0.755
	ME2	0.952			
	ME3	0.897			
	ME4	0.890			
	ME5	0.745			

Notes: CA = Cronbach's Alpha; CR = Composite Reliability; AVE = Average Variance Extracted

Source: Survey data

### Fornell-Larcker Criterion

Discriminant validity represents the extent to which the construct measures what it is intended to measure. Hair et al. (2017) defines discriminant validity as the degree to which a construct is genuinely distinct from other constructs by empirical standards. Fornell and Larcker's (1981) criterion is the method of assessing discriminating validity. Fornell and Larcker's (1981) criterion states that the construct shares more variance with its indicators than any other constructs. Therefore, the value of the outer loading on its assigned latent variable should be higher than its loadings on all other latent variables. Table 3 shows that the AVE's calculated square root exceeded the construct's inter-correlations with the other constructs in the model, thus indicating adequate discriminant validity.

TABLE 3: FORNELL-LARCKER CRITERION

	HPA	CB	ME
High Performance Athlete (HPA)	0.814		
Coaching Behaviour (CB)	0.535	0.877	
Media (ME)	0.641	0.553	0.869

Source: Survey data

### Heterotrait-Monotrait Ratio (HTMT)

Henseler et al. (2015) proposed the heterotrait-monotrait (HTMT) ratio of correlations to examine the discriminant validity. The discriminant validity of a pair of constructs can be demonstrated by an HTMT value that is significantly lower than one or clearly lower than 0.85 (Henseler, 2017). HTMT cut-off values of 0.90 or 0.85 are recommended by Henseler et al. (2015), while Voorhees et al. (2016) observed that an HTMT cut-off value of 0.75 was more useful. Thus, neither technique incorrectly suggests problems with discriminant validity at the level of inter-construct correlations, which the majority of scholars would consider suggestive of discriminant validity. As shown in Table 4, the discriminant validity assessment based on HTMT shows that all the HTMT values were significantly lower than 0.85 (Henseler et al., 2015). Thus, a conservative cut-off point was used to assess discriminant validity for all constructs.

TABLE 4: HETEROTRAIT-MONOTRAIT RATIO (HTMT)

Model Constructs	High Performance Athlete	Coaching Behaviour	Media
High Performance Athlete (HPA)			
Coaching Behaviour (CB)	0.592		
Media (ME)	0.692	0.608	

Note: HTMT < 0.85

Source: Survey data

## IV. FINDINGS

The structural model can be analysed after successfully validating the measurement models. The coefficient of determination ( $R^2$ ) and path coefficients was used to assess the structural model. This study also proposed and evaluated the mediation relationships in the research

model.

The coefficient of determination ( $R^2$ ) is used to measure the model's predictive accuracy by calculating the squared correlation between a particular endogenous construct's actual and predicted values. It represents the endogenous latent variables' combined effects on the endogenous latent variables. There is no specific or particular rule of thumb for the  $R^2$  value. The values of 0.75, 0.50, and 0.25 describe substantial, moderate, or weak levels of predictive accuracy, respectively (Hair et al., 2014). Meanwhile, Chin (2010) considers the values of approximately 0.35 substantial, around 0.333 moderate, and about 0.190 weak. Table 5 shows the result of  $R^2$ . HPA and ME were considered to have a moderate value of  $R^2$  of 45.1 percent and 30.6 percent, respectively, as explained by CB.  $R^2$  for CB was not available since it was a predictor variable in this study.

TABLE 5: COEFFICIENT OF DETERMINATION ( $R^2$ )

	R Square	R Square Adjusted
High Performance Athlete (HPA)	0.451	0.441
Media (ME)	0.306	0.296

The path coefficient implies the hypothesised connections between the constructs. The range of -1 to +1 is a standardised value. A path coefficient closer to +1 represents a strong positive relationship, whereas a value coefficient closer to -1 indicates a negative relationship. The path coefficient value is almost statistically significant, either closer to -1 or +1; however, it depends on its standard error. Bootstrapping is a non-parametric technique for estimating standard errors of the model parameter (Mooney & Duval, 1993). As PLS path modelling does not rely on distributional assumptions, direct inference statistical tests of the model fit and the model are unavailable. Chin (2010) recommends bootstrapping to solve the problem. Figure 2 illustrates the path coefficient ( $\beta$ ) for the structural model. The results indicate that all paths were statistically significant using a two-tailed test (T Statistic > 1.96).

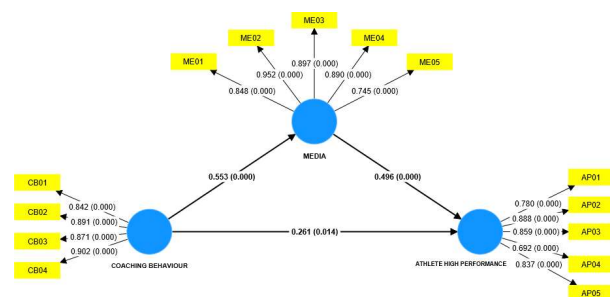


Figure 2. The PLS Algorithm Result

## V. DISCUSSION

The structural model analysis is shown in Table 5. It revealed that H1, H2, H3, and H4 hypotheses were all supported and significant at  $p < 0.05$ .

H1: Coaching behaviour has a positive influence on high performance athletes ( $\beta = 0.535$ ,  $p < 0.05$ ). It indicated that there is a significant relationship between coaching and

high-performance athletes. Coaches can encourage autonomy while also regulating it, and coaching behaviour can have an impact on an athlete's performance (Cho et al., 2019). The performance of the athlete is greatly influenced by the coach, particularly for elite athletes. In addition, the performance of athletes is directly impacted by their emotional well-being (Bisset et al., 2020).

H2: Coaching behaviour has a positive influence on the media ( $\beta = 0.553$ ,  $p < 0.05$ ). The finding indicated a significant relationship between coaching behaviour and the media. The finding supports the research by Kabiri et al. (2020), which contends that exposure to sources of imitation, including television, social media, the internet, significant others, and differential reinforcement (the distribution of rewards and penalties), strengthens coaches' support for their behaviour. By portraying positive or neutral strategies intended to rationalise their decision-making process, coaches should be better able to accept and support a particular critical behaviour for their players. The study also contends that coaching conduct is influenced by education level, with more educated coaches exhibiting fewer antisocial coaching practices.

H3: The media has a positive influence on high performance athletes ( $\beta = 0.496$ ,  $p < 0.05$ ). This finding showed the significant influence the media has on high performance athletes. One of the key conclusions from Frisby and Wanta (2018) was that internet use and newspaper reading had the greatest favourable benefits on athletes. The athletes claimed that reading the newspapers made emotional relaxation and control possible. In addition, Internet use helped them unwind since it kept them occupied when they were being disturbed by noises, online content, and movies.

H4: The media mediates the relationship between coaching behaviour and high-performance athletes ( $\beta = 0.275$ ,  $p < 0.05$ ). This connection showed that the media significantly mediates the relationship between coaching behaviour and high-performance athletes. This finding corresponds to the study by Hayes et al. (2020), i.e., social media gives athletes a way to control their emotions and get away from the strain of competition. The discovery has significant practical implications because research shows that stress increases the number of diversionary thoughts and concerns, which can become overpowering. If utilised correctly, social media offers one route that could help reduce these emotions. For instance, when athletes feel anxious or nervous before an upcoming performance, coaches may let them utilize these media platforms, which results in them performing better in the end.

TABLE 5: COEFFICIENT OF DETERMINATION ( $R^2$ )

Hypothesis	Relationship	Beta	Standard Error	*T-Value	P-Value	Decision
H1	Coaching Behaviour $\rightarrow$ High Performance Athlete	0.535	0.135	3.952	0.000	Supported
H2	Coaching Behaviour $\rightarrow$ Media	0.553	0.140	3.947	0.000	Supported
H3	Media $\rightarrow$ High Performance Athlete	0.496	0.136	3.638	0.000	Supported
H4	Coaching Behaviour $\rightarrow$ Media $\rightarrow$ High Performance Athlete	0.275	0.112	2.443	0.015	Supported

Note: \* $p < 0.05$

## VI. CONCLUSION

The findings emphasise the significance of developing a constructive coach-athlete relationship for the athlete's benefit, with transferrable skills serving as a vital part of this process. Furthermore, the vast majority of research on coaching in sports acknowledges that athletes' perceptions of coaches' behaviours affect the results of games. Athletes tend to have a stronger preference for optimistic coaches who focus their attention on the needs of the athletes. Establishing a foundation of trust in the relationship required both parties to be able to work with the athlete on an individual basis, agree upon common objectives, and modify training regimens to cater to individualised requirements. The findings also highlight the significance of having a more comprehensive approach to the development of athletes.

The coaches' behaviour in this research devised a strategy for the teams, which included the instillation of the standards. In addition, the coaches often engaged in conversations with their athletes about their standards of excellence and made use of deviant athlete conduct as opportunities to educate the rest of the squad. Fitriana and Xin (2019) stated that it is crucial to inspire athletes to boost their self-esteem and perform better in the future. The motivation of athletes to transform their sports dramatically to improve their performance determines how they manage their performance. Such management techniques improvise responses to emotional expression and criticism on social media. According to Saini (2015), this criticism occasionally increases athletes' motivation to perform better.

Frisby and Wanta (2018) noted that the media has positive and negative effects on sports, another consideration of the subject. For example, athletes being portrayed as role models in newspapers and on television, educating the public, and acting as coaching tools for those who watch athletic events on television are just a few of the positive effects of the media. In addition, with the presence of the internet, athletes are more approachable to fans, and in some cases, this may create a route for constructive criticism that could enhance their performances.

This research confirmed the study of Zehntner et al. (2019) on how coaching techniques can be portrayed in the media in a way that is power-laden and emphasises the implications for coaches, athletes, and the general public who consume online cycling media content. To foster a sense of community among athletes, coaches must foster a setting where they feel a sense of loyalty to their squad and fellow players, which helps to shield them from mental health issues. The approach of coercion and control used in coaching involves the delicate application of social power. The inherent power imbalance that is a hallmark of the interaction between coaches and athletes - and one that the use of the media can exacerbate - is concealed by coaches who use this social authority to impose and legitimise meaning.

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