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COACHING CLIMATE: ITS IMPACT ON STUDENTS' MENTAL HEALTH IN EDUCATIONAL SETTINGS

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Abstract. This research aims to investigate the relationship between mental health and motivation climate among coaches, considering gender differences. Although sports psychology among coaches is increasingly recognized as an essential element in athlete performance, research examining mental health and motivation climate among coaches remains limited. The study was conducted by administering questionnaires to 40 sports coaches, comprising 20 male coaches and 20 female coaches, active in various sports disciplines. The questionnaire was designed to assess the level of mental health and coaches' perceptions of the motivation climate created within the training environment. Statistical analysis results indicate that there is no significant correlation between mental health and the motivation climate created by coaches, both for male and female coaches. However, an interesting finding is that coaches' mental health has a greater influence on their performance than motivation climate. The implications of this research highlight the need for greater attention to coaches' mental health in efforts to enhance their performance. A better training environment can be created by considering coaches' mental well-being, which in turn will positively impact the motivation and performance of the athletes they coach. Additionally, this research also contributes to the literature on sports psychology, particularly in the context of sports coaching. In conclusion, this study demonstrates that coaches' mental health plays a crucial role in their success in coaching athletes, while the motivation climate created by them may not have the same significant impact. A better understanding of these dynamics can assist in the development of more effective strategies and programs to enhance coaches' well-being and the performance of the athletes they coach.

Keywords: Mental Health Impact, Coach Motivaton, Motivational Climate, Coach Influence, Sport Psychology

I. INTRODUCTION

Psychology plays a crucial role in the world of sports, particularly for coaches, as it provides insights into how athletes' mental and emotional states can affect their performance (Amin et al., 2023a; Insani et al., 2024b; Karisman et al., 2024; Safitri et al., 2024). Coaches who understand sports psychology can design training strategies that focus not only on physical aspects but also on athletes' psychological aspects, including the importance of motivation, mental well-being, and stress management (Amin et al., 2023a; Insani et al., 2024b; Karisman et al., 2024; Rambe et al.,

2024). Additionally, sports psychology aids coaches in building strong relationships with their athletes, which are essential for establishing the trust and openness needed for effective communication (Al Zaki et al., 2023; Alnedral et al., 2024; R. R. Illahi et al., 2023; Likardo et al., 2023). Sports psychology helps athletes manage competitive stress through techniques such as relaxation, meditation, and cognitive therapy to ensure good mental health for optimal performance (Atradinall & Ockta, 2024; Hidayat et al., 2024; Ockta et al., 2024; Triani et al., 2023; Umar et al., 2023). Sport psychology is important for elite professional athletes for good emotional response. "In the world of sports, there is increasing attention to psychological issues and mental health experienced by

various parties, including athletes and coaches (Smith et al., 2020). Psychology in sports emphasizes the impact and development on athlete performance (Guntoro et al., 2020). "Psychology plays a crucial role in the world of sports, particularly for coaches, as it provides insights into how athletes' mental and emotional states can affect their performance (Olanescu-Vaida-Voevod et al., 2022). Coaches who understand sports psychology can design training strategies that focus not only on physical aspects but also on athletes' psychological aspects, including the importance of motivation, mental well-being, and stress management (Amin et al., 2023b; Chinta et al., 2024; Hadinata et al., 2024; Pranoto et al., 2024; Purwanto & Ockta, 2024).

Mental health is an integral part of overall well-being, encompassing the emotional, psychological, and social aspects of an individual (World Health Organization, 2019). The WHO definition (2019) emphasizes a state of well-being in which individuals realize their potential, can cope with the stresses of daily life, work productively, and contribute to society. This concept has been enriched by various theories describing the causes and treatment of mental health issues (BENOIT, 1959). The mental health of coaches is an important and often overlooked aspect in the coaching profession, as with other professions, being vulnerable to stress, fatigue, and mental health issues due to the high-pressure environment in which they operate (Budiman & Ockta, 2024; Ferdian et al., 2023; R. F. Illahi et al., 2024; Sasmita et al., 2023). This environment is characterized by the constant need to perform, pressure to win, and responsibility to guide and support the athletes' well-being (Mallett & Lara-Bercial, 2016). The responsibility to ensure the mental and emotional well-being of athletes, while also managing their own mental health, is a significant challenge (Purcell et al., 2019). Furthermore, the coaching profession is not immune to broader social issues that impact mental health. Coaches, like many professionals, may face issues related to work-life balance, job satisfaction, and the impact of social and economic factors on their mental health (Nusri et al., 2024; Pitnawati et al., 2023; Ramadaniaty et al., 2024; Ulfani et al., 2024). The coaching profession, which is high-risk and strongly focused on performance, can exacerbate these issues (Febriani et al., 2024; Febryani et al., 2024; Insani et al., 2024c; Sari et al., 2024). Addressing mental health in coaches is crucial for the well-being of coaches and athletes. This involves recognizing signs of stress and fatigue, providing support and resources for mental health, and fostering a culture of openness and understanding within the coaching community (Andica et al., 2024; Hambali et al., 2024; Ismail et al., 2024; Safitri et al., 2023; Sepriani et al., 2024). This includes promoting self-care, encouraging coaches to seek help when needed, and providing training and education on mental health issues (ÖCAL, 2021). The mental health of coaches is a complex issue that requires a multifaceted approach. By recognizing the unique challenges faced by coaches and providing the necessary support and resources, we can help ensure the mental well-being of coaches and, in turn, contribute to the overall success and well-being of athletes (Sagar et al., 2009). Coaches often face challenges in

balancing their personal and professional lives, which can lead to stress and fatigue (Dehghansai et al., 2021). The pressure for success, both for themselves and for their team, can be immense. This pressure is influenced by the high expectations placed on coaches to not only win games but also to cultivate a positive and supportive environment for their athletes (Apriady et al., 2024; Arfi et al., 2024; Khani et al., 2024; Ockta & Hardiansyah, 2023; Yuliana et al., 2023).

The motivational climate in coaching plays a crucial role in athlete development and performance. Motivational climate refers to a set of conditions and behaviors that influence an athlete's motivation to perform at their best (Adrizal et al., 2024; Haris et al., 2024; Insani et al., 2024a; Revalina et al., 2024). This includes the coach's approach to communication, the level of support provided, and the overall atmosphere within the coaching environment (Sharp et al., 2015). A positive motivational climate is characterized by the coach's ability to inspire and motivate athletes through effective communication and a supportive environment (Ardiansyah & Dimiyati, 2021). This includes setting clear expectations, providing constructive feedback, and fostering a sense of ownership and achievement among athletes (Melguizo-Ibáñez et al., 2022). The coach's role in creating a motivational climate is crucial because it is the primary influence on athlete motivation and performance (Keegan et al., 2014). Furthermore, the motivational climate can significantly impact the mental health and well-being of athletes (Doerr et al., 2018). The importance of motivation in sports is vital for enhancing athletes' spirits during training (Hadiana et al., 2020). A supportive and encouraging climate can enhance self-esteem, resilience, and overall mental health of an athlete (Yamada et al., 2017). Conversely, a negative or unsupportive climate can lead to decreased motivation, increased stress, and potential mental health issues (Desrumaux et al., 2015). Addressing the motivational climate in coaching is crucial for the success of both coaches and athletes. This involves understanding the principles of motivation and effectively applying them in the coaching context (Hasdiana, 2018). Motivation in sports is crucial for boosting athletes morale during training (Hadiana et al., 2020). This includes recognizing the importance of autonomy, competence, and relatedness in fostering a motivational climate (Ardiansyah & Dimiyati, 2021). By creating a supportive and encouraging environment, coaches can help athletes develop the skills and confidence needed to reach their full potential (Morgan, 2017). The motivational climate in coaching is a critical factor in athlete development and performance. By understanding and applying the principles of motivation, coaches can create an environment that inspires and supports athletes, leading to improved performance and well-being (Rice et al., 2020).

Research on the mental health of athletes has been extensive, showing that psychological factors greatly influence their performance and well-being (Chang et al., 2020). However, the same attention has not been fully given to the role of coaches in creating a motivational climate that supports mental health (Nasir, et, 2023). Although some studies have explored how coaches can influence athletes' motivation and performance, there is a limitation in research

specifically investigating the relationship between the motivational climate created by coaches and its impact on the coaches' own mental health. Additionally, the number of subjects in these studies is often limited, making the results potentially not widely generalizable. Most research focuses on athletes as the main subjects, neglecting the potential reciprocal effects of this dynamic on coaches. Therefore, the lack of research in this area indicates an urgent need to gain a deeper understanding of how coaches' mental conditions are affected by the motivational climate they create, and how this, in turn, affects their coaching effectiveness. Future research is recommended to increase the number of subjects to enhance the validity and generalizability of the results. Furthermore, it is important to investigate other mental health indicators in coaches, such as stress, burnout, and overall psychological well-being

II. METHODS

This study employs a quantitative approach to investigate the relationship between mental health and motivational climate among coaches, with a focus on gender differences. The population for this study consists of swimming coaches at N112 Bandung. The sample size is 40 coaches, comprising 20 male and 20 female coaches to allow for gender-based analysis. This instrument consists of 28 items rated on a Likert scale with responses ranging from "Very Unlikely" (1) to "Very Likely" (5). The Sport Motivational Scale (SMS) is a widely used questionnaire designed to assess the motivation of athletes in the context of sports. The SMS is based on the principles of Self-Determination Theory (SDT), which distinguishes between different types of motivation ranging from intrinsic motivation (engaging in an activity for its inherent pleasure and satisfaction) to extrinsic motivation (engaging in an activity for external rewards or pressures) and amotivation (lack of motivation). Athlete Psychological Strain Questionnaire (APSQ): This instrument consists of 10 items to measure specific sport psychological strain (Rice et al., 2020). Each item is rated on a 5-point Likert scale (from 1 = never to 5 = always) assessing self-regulation (e.g., "I feel less motivated"), performance (e.g., "I find training more stressful"), and external management (e.g., "I take risks off the field"). The minimum score is 10, while the maximum score is 50. Rice et al. reported cutoff scores for APSQ as low (215), moderate (217), and high (220) (Rice et al., 2020). Higher scores indicate greater psychological strain, and the

validity of APSQ has been proven in terms of factorial, convergent, and divergent validity (Rice et al., 2020).

The research procedure starts with requesting permission from the owner of the Swimming Coach Club at Pool N112 Bandung and explaining the research objectives. The researcher will schedule the questionnaire distribution date after coordinating with the authorized personnel from the sports branch. The plan for distributing the questionnaire is scheduled for April-May 2024. Subsequently, the questionnaire will be distributed online via the Google Form platform with prior approval from the authorized personnel at the Swimming Coaches Club at Pool N112 Bandung. The

questionnaires were distributed online through Google Forms with prior approval from the authorities at the N112 Bandung Swimming Coaches Club. Data will be analyzed using IBM SPSS Statistics version 25 to evaluate the distribution of data and provide a general overview of the motivational climate and mental health levels for each gender. Correlation analysis will be used to examine the relationship between motivational climate and mental health levels. Regression analysis will be used to compare differences between the two groups in terms of motivational climate and mental health.

III. RESULTS AND DISCUSSION

There are two variables under consideration: the first is motivational climate and the second is mental health, with both having the same N of 20, where variable X represents data for males and variable Y represents data for females. The mean value obtained for the motivational climate variable X based on the table above is 20.65. Meanwhile, the mean value obtained for the mental health variable X based on the table above is 75.18. The mean value obtained for the motivational climate variable Y based on the table above is 22.48. Meanwhile, the mean value obtained for the mental health variable Y based on the table above is 75.83. From the results above, both males and females have a larger mean value of mental health compared to the mean value of motivational climate.

Table 1. Data Descriptive

Descriptive Statistics					
Variabel	N	Mean	Variabel	N	Mean
Motivational Climates_X	20	20,65	Motivational Climates_Y	20	22,48
Mental Health_X	20	75.18	Mental Health_Y	20	75.83

Based on the table above, there are two variables under consideration: the first is motivational climate and the second is mental health, with both having the same N of 20, where variable X represents data for males and variable Y represents data for females. The mean value obtained for the motivational climate variable X based on the table above is 20.65. Meanwhile, the mean value obtained for the mental health variable X based on the table above is 75.18. The mean value obtained for the motivational climate variable Y based on the table above is 22.48. Meanwhile, the mean value obtained for the mental health variable Y based on the table above is 75.83. From the results above, both males and females have a larger mean value of mental health compared to the mean value of motivational climate.

Table 2. Data Correlation

Variable	N	Correlation	
		Pearson Correlation	Sig. (2-tailed)
Motivational Climates_X	20	-0,042	0,859
Mental Health_X	20	-0,042	0,859
Motivational Climates_Y	20	-0,326	0,160
Mental Health_Y	20	-0,326	0,160

Based on the table above, for motivational climate X (males) and mental health X (males), they have the same Pearson correlation value and sig, which are -0.042 and 0.859 respectively. Meanwhile, for motivational climate Y (females) and mental health Y (females), they also have the same Pearson correlation value and sig, which are -0.326 and 0.160 respectively. Motivational climate X and mental health X have a Pearson correlation of -0.042, thus it can be concluded that these variables do not have a correlation relationship. Whereas for motivational climate Y and mental health Y, they have a Pearson correlation value of -0.326, indicating a weak correlation between these variables. A positive value indicates that the higher the motivational climate, the higher the mental health, and vice versa, while a negative value indicates that the higher the motivational climate, the lower the mental health, and vice versa. The sig value for both motivational climate and mental health, for both X and Y, is greater than 0.05. Thus, it can be concluded that these variables do not have a correlation relationship based on the sig value.

IV. CONCLUSION

This research reveals that the mental health of coaches has a higher and more significant correlation with their performance and well-being compared to motivational climate. These findings indicate that the mental health of coaches plays a more dominant role in influencing their performance outcomes than the motivational climate they create. Good mental health is crucial not only for the personal well-being of coaches but also for creating a supportive and positive training environment for athletes. Coaches with good mental health tend to be more capable of showing empathy, providing support, and effectively managing stress. This is crucial in building a productive motivational climate, which can enhance athlete engagement and performance in the long term. Conversely, coaches with poor mental health may struggle to create a supportive environment, which in turn can negatively impact athlete motivation and performance. The research also suggests that the mental health of coaches significantly impacts both male and female coaches, although there are differences in how the impact is perceived and handled. Female coaches often face additional challenges related to gender roles and social expectations, which can affect their mental health differently than male coaches. For example, female coaches may be more vulnerable to pressure to meet dual standards in their careers and personal lives, which can increase the risk of stress and anxiety. Therefore, it is

important to consider tailored approaches to meet the specific needs of male and female coaches in managing mental health and creating a positive motivational climate.

In this context, the importance of a holistic approach to managing coach mental health becomes increasingly clear. This includes the use of relaxation techniques, counseling, and leadership skills development. These techniques not only help coaches cope with stress and maintain emotional balance but also prepare them to face challenges in competitive sports environments. Coaches who are able to maintain good mental health are also more effective in communicating goals and expectations to their athletes, which can enhance athlete motivation and commitment. For example, mentally healthy coaches can create more adaptive training strategies that respond to individual athlete needs, helping them stay motivated and focused on their long-term goals. Furthermore, coach mental health also impacts their ability to build positive and supportive relationships with athletes. Coaches with good emotional balance are more likely to develop trusting relationships with athletes, which is a key element in creating a conducive motivational climate. Thus, good mental health not only benefits coaches but also contributes to the success of athletes and the team as a whole.

Overall, these findings emphasize the importance of a holistic approach to managing coach mental health. This approach includes relaxation techniques, counseling, and leadership skills development, all of which are crucial for improving mental health and creating a positive and supportive training environment. Thus, enhancing coach mental health will not only improve their own well-being but also create a more supportive environment for athletes to achieve optimal performance. Considering all these factors, it is clear that coach mental health should be a top priority in training and development programs. A greater emphasis on mental health will help create a healthier and more productive training environment, benefiting both coaches and athletes. This highlights the importance of investing in resources that support coach mental health, including ongoing training, psychological support, and the development of a supportive community among coaches.

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