



## Performance Motivation of Taekwondo Athletes: Coach-Athlete Relationship

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### Abstract

Without motivation, an athlete will not feel motivated to perform optimally and will be desperate if he fails. The research was conducted to present a motivational relationship between coaches and athletes that describes how coaches can influence athlete motivation. The study was conducted on 62 taekwondo athletes. The instruments to collect data were a motivation scale with 27 items ( $\alpha = 0.912$ ) and the (CART-Q) Coach-Athlete Relationship Questionnaire with 22 items ( $\alpha = 0.948$ ). The data analyzed was assisted by the SPSS for Windows version 25. The results obtained from the calculation of the product-moment correlation were the  $r$ -value was 0.471, and the  $r^2$  value was 0.222, with  $p$  lower than 0.001. Thus, there was a relationship between coach-athlete relationship and performance motivation. The psychological processes in which constructive behavior positively influences intrinsic and extrinsic motivations were self-determined by athletes.

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## INTRODUCTION

An athlete's success in achieving maximum performance depends on the quality of the exercise he regularly performs (Low et al., 2023). The quality of the training involves the will, the ability, and the high commitment of both the coach and the athlete, thus, achieving satisfying achievement (Oktafiranda et al., 2017). Talent and genetics are not entirely determinants of athletes' success (Baker et al., 2018; Varillas-Delgado et al., 2022). Athletes who strive hard to be successful and competent during training must have strong determination and mature training planning in the face of the game. Being a champion is the goal of every athlete. However, it is not easy to be a true champion. Several factors drive athletes to win championships, not only from the quality of training but also from the role of a coach to enhance motivation (Kim & Park, 2020).

Motivation is a series of attempts to provide certain conditions for a person to be motivated to do a particular activity. If the person does not like it, then the feeling of unwillingness to make an effort will be eliminated or avoided so that the individual will continue to try to do the intended activity (Muskanan, 2015). The motivation to accomplish is a desire and hope to succeed to generate a genuine effort to that desire (Bekiari et al., 2015; Clarasasti & Jatmika, 2017). A high sense of responsibility and self-confidence is linked to the high motivation of the individual to accomplish (Ahmed, 2020; Ritonga et al., 2020). Besides, high motivation is reflected in diligence and zeal to complete tasks. Every individual born has a motivation to perform, including taekwondo athletes. The individual's impulse to succeed is called performance motivation (Brunstein & Heckhausen, 2018; Carvalho et al., 2018; Yuliasitrid et al., 2021). Two factors influence performance motivation: intrinsic and extrinsic (Adie & Jowett, 2010; Albert et al., 2022; Amemiya & Sakairi, 2019; Ong, 2019; Sevene et al., 2012). Both of these factors can affect how an athlete performs his role. It arouses inner

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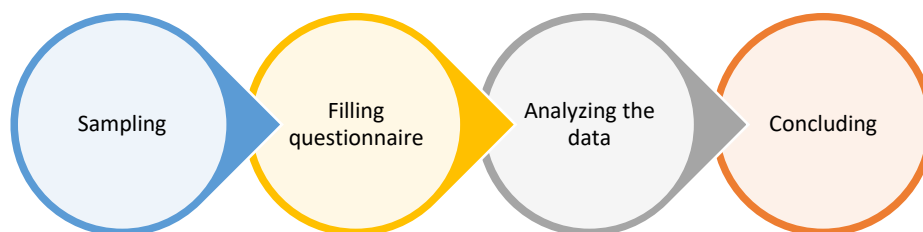
motivation, and athletes also need the role of a coach and the people around them (O'Brien & Kilrea, 2021).

The coach has a role in giving the boost, designing the necessary strategy in the game, giving the impulse to build the athletes' confidence, and keeping them mentally stable. Therefore, motivation from both the athlete and the coach is necessary to help in a competition (Primita & Wulandari, 2014). The findings of Fernandi's research support this theory that a good perception of interpersonal communication between hockey athletes and coaches contributes a significance level of 0.282, with a p-value lower than 0.0. The higher the communication perception the athletes receive from the coach, the higher the motivation will be (Fernandi, 2013; Rizal et al., 2022). Mike Spracklen also presented similar research after a disappointing outcome at the 1988 Olympics in Seol. The soccer coach Mike Spracklen created a new program and demanded athletes focus on a process in practice and use feedback to adjust their program (Mageau & Vallerand, 2003). Spracklen was seen as a mentor who taught technical skills and looked at the athletes from a mental point of view. Spracklen was also selfish in providing training, but softness and stamina were also applied. He not only understood the squad but also knew everything about the personality nature of the athletes. Finally, the joy of achieving a dream came true (Mageau & Vallerand, 2003). Four years later, the top Canadian skater prevailed in Barcelona, bringing four gold medals. Andy Higgins, director of the National Coaching Institute, saw Spracklen's success as the Olympic lead coach bringing a vision of personal excellence in creating intrinsic motivation (Mageau & Vallerand, 2003). Thus, it is unsurprising that some researchers have stressed the importance of building coaches-athletes with effective relationships. Satisfaction with feedback, motivation, and training improvement are needed to improve performance quality.

This study aims to present the motivation of the coach-athlete relationship that explains how a coach can influence an athlete's intrinsic and extrinsic Motivation. Furthermore, the study also describes how much psychological motivation affects athletes and identifies personality and social processes to see performance motivation. Finally, this study also discusses the theoretical and practical implications of the research results.

## METHOD

The researchers employed a quantitative research approach, i.e., data collection using research tools and analysis, and it is quantifiable or statistical to test the hypothesis. The data collection employed two Likert scales: the performance motivation scale and the coach-athlete relationship scale, to measure attitudes, opinions, and perceptions of a person or group about social events or symptoms (Creswell, 2010). In this study, a purposive sampling technique was used. It is a subjective sampling technique because not all population elements can be sampled. The sample criteria in this study were individuals who were active in taekwondo practice, had practiced for at least a year, and had won a championship in regional races. Therefore, the sample of this study was 62 respondents. The research plan is displayed in Figure 1.

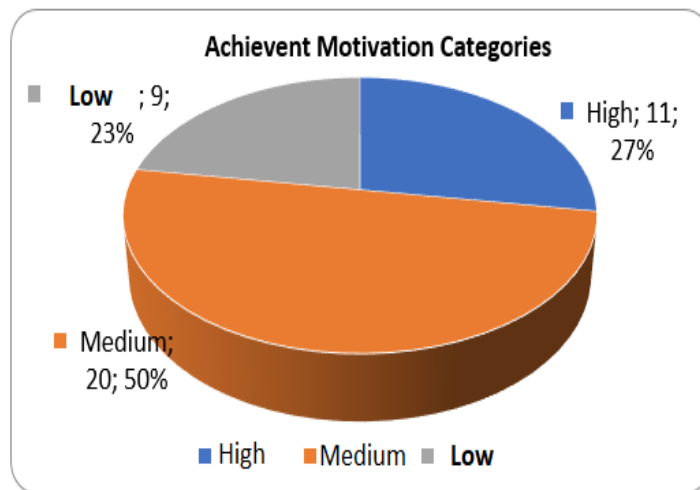


**Figure 1.** Research Plan

## RESULTS AND DISCUSSION

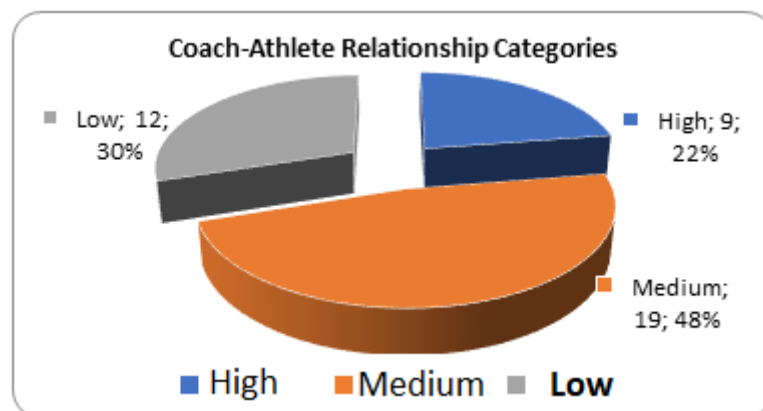
### Result

This study had three categories: low, medium, and high. Based on data obtained on the performance motivation variable, nine athletes belonged to the low category (22,5%), twenty athletes belonged to the medium category (50%), and eleven athletes belonged to the high category (27,5%). The data is presented in Figure 2.



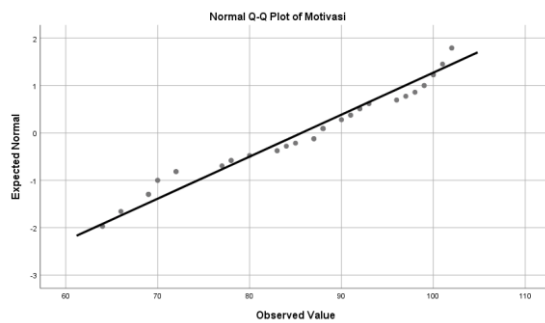
**Figure 2.** Performance Motivation

Twelve athletes belonged to the low coach-athlete relationship category (30%), nineteen athletes belonged to the medium coach-athlete relationship category (47,5%), and nine athletes belonged to the high coach-athlete relationship category (22,5%). The data is presented in Figure 3.

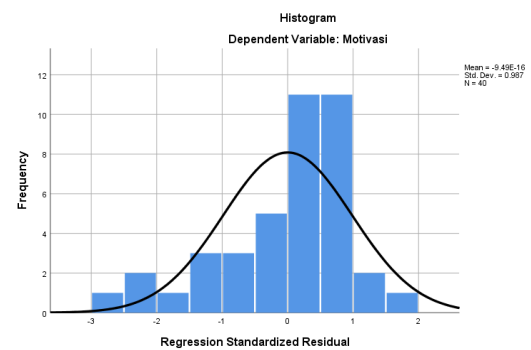


**Figure 3.** Coach-Athlete Relationship

The normality analysis using the Kolmogorov-Smirnov test obtained the K-SZ value of the performance motivation of 0.123, with a significance value of 0.132. the K -SZ value of the coach-athlete relationship was 0.163, with a significance value of 0.009. Thus, the two variables met the normal criteria because the p-value was higher than 0,05. Therefore, the data was distributed normally. The researchers also performed a visualized morbidity test of residues with the help of SPSS version 25 to see the visual of the histograms and scatter plots. The results of the normality test analysis are presented in Figures 4 and 5.

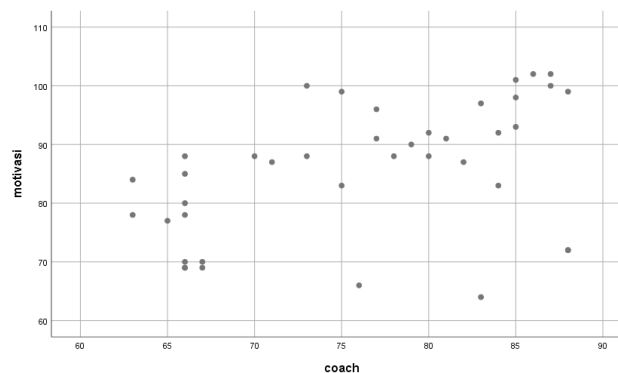


**Figure 4.** Visual Normality Test Result



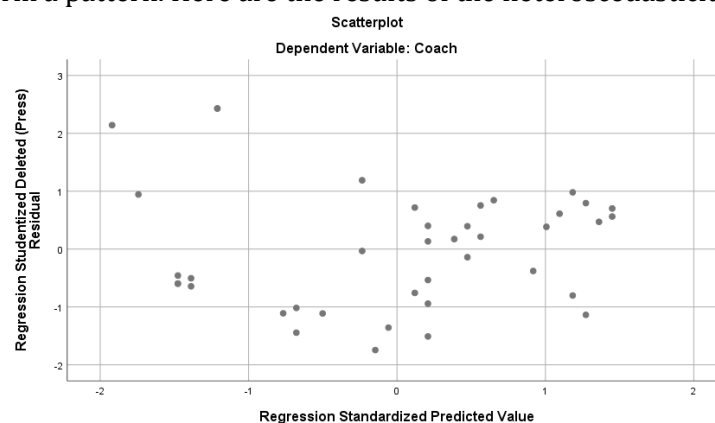
**Figure 5.** The Visualization of Performance Motivation Normality Test Results

The histogram shows that this study can normally be distributed by looking at the bell-shaped curves. Then, on the normality test with Q-Q Plots, the dots are at the nearest area with an efficiency line of 45 degrees, indicating that the research data is normally distributed. The linearity test of Regression Plots was performed on the SPSS version 25 for Windows. Linearity test results can be said to have a linear relationship between bound and free variables by looking at the scatter plots of Q-Q Plots where the points inside do not form a particular pattern. Here is the visualization of the linearity test presented in Figure 6.



**Figure 6.** The Visualization of the Linearity Test of Performance Motivation Vs. Coach-Athlete Relationship

The results of the heteroscedasticity test can be known from the plot graph between the assumption values and the residual values. The free points scattered above or below the number 0 on the Y-axis do not form a pattern. Here are the results of the heteroscedasticity test.



**Figure 7.** The Visualization of the Heterocadastisity Test Results

Figure 7 shows that the spots inside spread and not forming a particular pattern. The figure's spots also spread randomly above or below 0 on the Y-axis line. Therefore, this study has no heteroscedasticity.

The multicollinearity test will find out whether there is a free variable relationship. The regression model will be satisfied when the VIF value (Variance Inflation Factor) is lower than 10.00, or the T-value (Tolerance) is higher than 0.10. Table 1 displays the multicollinearity test results.

**Table 1.** Multicollinearity Test Results

Variables	Colinierity Statistic		Description
	T	VIF	
<b><i>Coach-Athlete Relationship</i></b>	3.293	1000	No multicollinearity

The table shows that the T value is 3.293, and the VIF value is 1,000. Therefore, there is no multicollinearity.

The analysis of the first hypothesis test showed a significant positive relationship between coach-athlete relationship and performance motivation. Significantly, the coach-athletes relationship's effective contribution is 22% toward performance motivation with a coefficient of 0.471. The positive relationship showed that the higher the coach-athlete relationship, the higher the performance motivation, and vice versa. Maximum performance motivation is not acquired suddenly but requires teaching from the nearest environment. The closest environment for athletes is their coach, who focuses on emotional closeness, commitment, and complementary behavior. The result of the hypothesis is presented in Table 2 below.

**Table 2.** The Results of the Hypothesis Test

Variables	R	R <sup>2</sup>	Sig.	Description
<b>Coach-Athlete Relationship with Performance Motivation</b>	0.471	0.222	0.000	Positive - Significant

The product-moment correlation value between the coach-athlete relationship and performance motivation is 0.471, so the square or R<sup>2</sup> is 0.222 with a sebaceous presentation value of 22% obtained by the free variable and 78% other influenced by other free variables outside this study. Therefore, the hypothesis of this study is accepted.

## Discussion

The results showed that the factors influencing performance motivation proved correct, including the coach-athlete relationship factor. An athlete with a high coach-athlete relationship will feel that he has a strong performance motivation to his performance. In line with the results of previous interviews, the athlete revealed the role of the coach is very influential in developing physical strength, technique, and character formation or attitude. The coach makes the athletes feel motivated to improve their performance. However, according to some athletes, performance motivation comes from a family environment that wants them to improve their training, and the coach has not maximized in helping them to perform. This finding indicates that there is still a problem with performance motivation in the high category of eleven athletes with a 27.5% percentage. Therefore, it is necessary to increase performance motivation to maximize athlete training performance.

Performance motivation is a personality characteristic through individual interaction with the environment (Soyer et al., 2014; Pamungkas et al., 2022). Performance motivation from the coach-athlete relationship shows that coaches influence athletes' intrinsic and extrinsic motivation through their influence on the perception of emotions and athlete's abilities (Sukys et al., 2019). Thus, the performance relationship shows the role of coaches in providing emotional training support during competition supported by the coaches (Jowett & Carpenter, 2015). To support a change in performance motivation, coaches should allow athletes to choose, emphasize goals, explain the reasons behind rules and limitations, acknowledge athletes' feelings and opinions, allow

them to take the initiative, give feedback, and avoid excessive or inadequate beliefs (Mageau & Vallerand, 2003).

To support the motivational relationship between coaches and athletes, the empirical evidence suggests that coaches strongly support the athlete's performance process and are strongly engaged in creating an ideal environment to meet the needs of sportsmen, competencies, and other relationships (Jowett et al., 2017; Mohd Kassim et al., 2020; Zhao & Jowett, 2023). In turn, these three psychological needs drive the development and maintenance of athlete motivation, both intrinsic and extrinsic, as well as adaptive outcomes. Finally, the three components of behavioral determinants that support coach autonomy are the coach's orientation, the constructive context, and the athlete's actions and desires (Rato Barrio et al., 2021; Iqroni & Setiawan, 2022). Empirical research reminds trainers to use motivation control strategies. However, many reasons can prevent a coach from using this strategy. Many coaches use interpersonal styles that control because they falsely believe it will produce results.

The study was limited to a sample that only covered one city or district, which resulted in few samples for a comprehensive analysis. Further researchers are expected to replace free variables with other factors influencing motivation to provide diversity.

### CONCLUSION

The analysis shows that behaviors that support performance motivation yield positive effects. The motivation from external sources and is determined by the athletes themselves is an important factor in perseverance and performance. Sometimes the athletes have to change their habits to follow the coach's instructions so that motivation and potential can be easily enhanced through competence and relationships. This study concluded that the proposed review would help attain the achievement goal.

### AUTHOR CONTRIBUTION STATEMENT

NAS designs, concepts, ideas, and analyzes data. RK helps compile evaluation sets, manuscripts, corrections, and final approvals. FAN edits, reviews, corrects and provides technical support.

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