

How Does Personality Type Moderate Intimacy of Coach-Athlete with Stress Level?

Novita Bektiningtyas[✉], Anna Undarwati

Department of Psychology, Faculty of Education and Psychology, Universitas Negeri Semarang, Indonesia

Keywords

intimacy of coach-athlete, stress level, personality type

Abstract

The decline in Indonesian sports performance is considered to be due to athletes' stress in game situations. Athletes who lack mental toughness are perceived as negative and threatening stressors in a game environment. The coach-athlete relationship and personality type are likely to influence stress levels. As a result, the purpose of this study was to establish the relationship between coach-athlete closeness and stress levels in terms of personality types. This study is quantitative, with the subject of 182 athletes from Central Java. Based on the regression test calculation result, the modified R² value is 0.694, while the Pearson correlation calculation value is 0.620. As a result, it may be stated that personality type moderates the relationship between coach-athlete closeness and stress levels. The findings demonstrate a negative relationship between coach-athlete intimacy and stress levels. That is, if the coach-athlete relationship is more intimate, the stress levels will be lower; conversely if the coach-athlete relationship is less intimate, the stress levels will be greater.

[✉] Alamat korespondensi:
E-mail: nubie_bekti@yahoo.co.id

INTRODUCTION

The downturn in Indonesia's sporting successes is, of course, due to a variety of circumstances. According to Rita Subowo, General Chairperson of KONI/KOI, one of the factors influencing the failure to achieve projections for gold medals from various major branches is the high anxiety level of Indonesian athletes. Athletes compete to obtain or display optimal performance in competitive activities. According to Pesurnay (in Podungge, 2020), the accomplishments demonstrated the actualization of three integrated components in an athlete, namely physical, technical, and psychological.

It is critical to consider the athlete's psychological state. Gunarsa (1996) defined the psychological element as the athlete's ability to perform well in stressful and competitive settings, such as athletic competition (in Podungge, 2020). Athletes should be able to cope with various stimuli that have the potential to provide stressful experiences for themselves, such as audience cheers and jeers, feelings of illness due to injury, loss in competition, athlete weakness, both physical and mental weakness, and other situations that cause stress (Paul, et al. 2022., E. Güneş & A. A. Yetim, 2023).

Stress is defined by Selye (in Lazarus and Folkman, 1984) as a non-specific response of the body to each demand; when a person is confronted with events that can create stress, a response occurs, and a chemical reaction happens within the body. According to Lazarus and Folkman (1984), psychological stress is a specific relationship between a person and his environment that is perceived to be burdensome or surpasses its tolerance limit and is deemed a threat to personal safety or health.

Several studies on stress in facing matches have been conducted by researchers from various countries. Rianto (2013) did research on differences in burnout in terms of social support for athletes. The Women's National Basketball League (WNBL) has significant social support that is not negatively associated with athlete burnout. It means that the higher the degree of social support provided, the lower the level of burnout in athletes, and vice versa: the lower the social support, the higher the burnout rate of WNBL participants. Sharma and Sidhu (2011) demonstrated that the source of stress for teenagers participating in training comes from their loads, the burden of parents, and the burden of peers, all of which contribute significantly to stress. According to Gunarsa et al. (2008), the role of mental aspects in matches includes increasing the ability to maintain fighting power, concentration in tense situations, controlling excessive stress, appropriately analyzing the match situation, distinguishing between the factors that require attention and those that can be ignored, and making the correct decision in a capricious match situation. In general, many coaches and players still believe that high accomplishments can be attained by vigorously practicing consistently. Sometimes coaches focus solely on physical training and skills, ignoring aspects of the mental side, causing athletes to endure tension during a match (Frost, et al. 2023).

The presence of trainers who accompany, instruct and boost athletes' confidence will be seen positively (Kim & Park, 2020). When a coach is present as a source of inspiration and strength during a match, the responsibility is lighter. In some cases, the presence of a coach might act as a reminder to re-establish the ability to focus or concentrate. According to Williams et al.'s (2003) research, the coach is the most essential individual in determining the quality and success of athletes. The findings of a study conducted by Mageau and Vallerad (2003), the capacity to train is entirely based on the players' taste, respect, and trust. Putri's subsequent research, published in 2007, revealed a substantial negative link between coach-athlete intimacy and competition anxiety. According to the findings of an interview with one of the gymnastics athletes, the coach can also

serve as a motivator in addition to being in charge of training. Furthermore, even when competing, the coach must be available in any position the players are in and preserve the participants' mood.

Satiadarma (2000) illustrates how communication can improve the interaction between coaches and athletes. It is difficult for coaches to recognize athletes without this, and vice versa. It is not uncommon for communication failures to cause rifts in the relationship between coaches and players, leading to greater conflict (Blanchard, et al, 2009., Burke, 2001., Jowett, 2003). Coaches must comprehend the qualities of the athletes on the squad (Kello, 2011). As a result, the coach must consider the uniqueness of each athlete, one of which is the type of personality exhibited by the athlete. Each athlete is an individual with a distinct personality.

Athletes with an outgoing disposition will be able to project their emotions in a game setting onto others, including the coach. The athlete will receive inspiration and support from the coach, who will be able to lessen stressors as a result of this (Bennis & Nanus, 1985). Meanwhile, athletes with introverted personalities will be more comfortable keeping what they feel to themselves in a match environment; hence, athletes are more likely to experience tension throughout the competition. Based on the occurrence described above, the researcher feels compelled to research "How does personality type moderate intimacy of coach-athletes with stress level?"

METHOD

Participants

The athletes in this study are from Central Java. Purposive sampling was utilized to select 91 extrovert athletes and 91 introvert athletes between the ages of 17 and 40 who had previously participated in matches or competitions. The criteria for the participants of this study are: a) Domiciled in the Central Java region; b) Aged 17 years to 40 years; and c) Have participated in matches or competitions, both local, national, and international levels.

Purposive sampling technique is done by using opinion (personal judgment) to select samples. The researcher assumes that the researcher can use his knowledge of the population to assess whether the sample is representative or not. Researchers use consideration to select samples that according to their beliefs, based on previously obtained knowledge, will provide the data researchers need (Purwanto, 2013: 99-100).

The population characteristics used in this study are based on data that Central Java experienced ranking fluctuations in the National Sports Week (PON). In 2004, Central Java was ranked IV and then in the next PON in 2008, Central Java decreased by only ranking Vth. Furthermore, Central Java managed to rank IV again in PON XVIII in 2012. Although in terms of ranking, Central Java managed to rise, but in terms of quality, it decreased, this is because the number of medals is decreasing every year. In PON in 2004, Central Java managed to bring home 56 gold medals. Then in the 2008 PON, Central Java won 52 gold medals, but in the next PON in 2012 Central Java was only able to bring home 47 gold medals. The choice of age 17 to 40 years is because according to Levinson (in Monks, 2006: 329) the stage of early adult development occurs in that age range. In addition, Erikson (in Feist and Feist, 2012: 306-307) mentions that intimacy occurs in early adulthood, which is the ability to fuse one's identity with the identity of another person without fear of losing that identity. While the selection of categories that have participated in matches / competitions because the focus in this study is to measure the stress level of athletes in participating in matches.

Procedure

Subjects were allocated into an experimental group (8 participants) and an control group (7 participants). They were invited individually in the laboratory, after filling out the informed

consent, they were asked to fill the sensitivity to criticism questionnaire to reveal the level of sensitivity to criticism. Then, they were given a task of writing an essay on the use of animals in scientific research. Later, participants in the experiment group were given directional critics relate to their assignment by experimenter but not with participant in the control group (i.e., no critics).

Material and Measure

The Coach Scale Athlete Relationship Questionnaire (CART-Q) with 11 items has a validity coefficient of .571 to .792 at a significance level of 1%. Answer choices are used on a systematic differentiation scale, which uses seven ranges of answers. Scoring in this technique is divided into seven parts numbered 1 to 7. Number 1 indicates very non-conformity and number 7 indicates very conformity to the given item.

The scale Depression Anxiety and Stress Scale (DASS) with 14 items has a validity coefficient of .480 to .714 at the significance level of 1%. The stress level scale uses Likert response scaling with a format of four answer choices. The answer is a response to an item in the form of a statement with the options "Always", "Often", "Sometimes", and "Never". Answer scoring for items ranges from 0 to 3, "Always" answer choice has a score of 3, "Often" has a score of 2, "Sometimes" has a score of 1, and "Never" has a score of 0.

The scale Personal Style Inventory (PSI) with a total of 8 items in pairs. The personality type scale uses a systematic differentiation scale. Answer choices are used on a systematic differentiation scale, which uses six ranges of answers. Scoring in this technique is divided into six parts that are numbered from 0 to 5. The higher the number of scores, the more it shows the tendency of respondents' personality types to be in the extrovert or introvert category.

Data Analysis

This study made use of previously try-out research involving 80 participants. The reliability coefficient of coach-athlete intimacy was calculated using the findings of the reliability test .922, with a stress level of .797. The data analysis method in this study is to use statistical analysis of the absolute difference value test. Statistical analysis of the absolute difference value test is a special application of multiple linear regression where the regression equation contains the absolute difference value of the independent variable with the regression equation as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3 |X_1 - X_2| + e$$

X1 describes the direct influence of variable X1 on Y, X2 describes the direct influence of variable X2 on Y, while the absolute difference variable between X1 and X2 is also called moderating variable because it describes the moderating influence of variable X2 on the relationship between X1 and Y. In this study researchers intend to determine the relationship between coach-athlete intimacy with stress levels in terms of personality type. The data analysis method used in this study is a test of absolute difference values with the help of computer software.

RESULT AND DISCUSSION

Table 1. Personality Type Contribution

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,836a	,699	,694	7,50442

Table 2. Regression Test

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	23365,462	3	7788,487	138,299	,000 ^b
Residual	10080,615	179	56,316		
Total	33446,077	182			

The results of hypothesis testing using the regression test show an absolute difference value significance of .000 with an adjusted R-value of 0.694, indicating that the research hypothesis "personality type moderates the relationship between coach-athlete intimacy and stress level" is accepted.

Table 3. Intimacy Contribution

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,788 ^a	,622	,620	8,13814

In the meantime, the Pearson correlation calculation reveals with an adjusted R-value of 0.620, the significance is .000. Thus, personality type can improve the association between coach-athlete intimacy and stress level.

According to the results of the calculated correlation test, there is a negative association between coach-athlete closeness and stress levels, indicating that increasing one variable causes a decrease in another. It suggests that the stress level will be lower when coach-athlete intimacy increases. There is communication and self-disclosure, and the better the bond created between coaches and athletes, the greater the closeness between the two. This self-disclosure will allow coaches and athletes to interact with one another and express expectations as well as barriers, such as when encountering similar situations. Athletes express their concerns, anxiety, and other feelings, and the coach acts as a motivator so that athletes can lessen stressors in the game. Based on this, it is possible to assume that the greater the coach-athlete intimacy, the lower the athlete's stress level during the game. Conversely, the lower the coach-athlete intimacy, the greater the athletes' stress level.

In the early adult period, closeness is extremely crucial in the process of individual development. Individual abilities to be close and dedicated to a relationship will increase if someone succeeds in carrying out the intimacy versus isolation stage. Intimacy is the ability to relate closely, establish warmth, and communicate with others. Individuals who are maturing are supposed to be able to make commitments to others through personal encounters. In this instance, the person must be able to channel sentiments, belief systems, values, and intentions for other people.

The positive relationship between the coach and the athlete will indirectly influence how the player behaves. Because, in addition to overseeing training, the coach serves as a role model for athletes. This is backed by Papalia et al.'s (2009) theory, which states that the need to build strong, stable, close, and loving connections is a motivator vital to human behavior.

The fear of building intimacy with another person can have a negative impact on an individual's capacity to socialize with his surroundings (Antonucci & Akiyama in Wahyudi, 2014). Intimacy between coach and athlete can have an impact on players' mental endurance (Gu, et al. 2023., Choi, Cho, & Huh., 2013). Athletes who lack mental resilience are often unable to cope with stressful match scenarios and are readily distracted by the opponent's game. Individual disability closeness causes anxiety and can negatively affect emotional health, such as depression, failure to respond to stress, and poor psychological health (Doi & Thelen in Wahyudi, 2014). Intimacy

between coach and athlete contributes to the athlete's stress level when coping with match circumstances (Nicholls et al., 2016). The closeness or familiarity that occurs between athletes and their coaches predicts the athlete's stress level when dealing with a difficult match. In this study, coach-athlete intimacy is defined as the athlete's view of the warmth and closeness of the informal relationship with the trainer, in which the athlete shares thoughts, information, experiences, and feelings within the limitations of the athlete's development and progress.

Coach-athlete intimacy, according to Jowett and his colleagues, is a unique interpersonal interaction in which the emotions, thoughts, and behaviors of the coach and athletes become aligned and interrelated (Jowett & Ntoumanis, 2003). Intimacy, or the intimate relationship that exists between the athlete and the coach, has the potential to lessen the incidence of stress when dealing with stressful competitive match scenarios. Stress is an individual phenomenon; the same situation may generate stress in one person but not in another (Generoso, 2015). Athletes' stress level is the level of a state or condition they feel when they confront physical and psychological imbalances that result in physiological, emotional, psychological, and psychomotor or behavioral disruptions. Physiological symptoms that manifest as energy waste and nerve strain. Emotional and psychological problems manifest as overreactions to circumstances and trouble relaxing. While the psychomotor and behavioral symptoms were becoming agitated, it was difficult to withstand the interruptions that happened during the game.

The match situation is a great stress for athletes. Demands to appear maximally and become a champion are one of the causes that make athletes experience stress in the face of competition. Several factors can cause the emergence of stress, one of which is the intrinsic factor (a factor that comes from inside). Factor Workplace stress is primarily caused by intrinsic work in the form of a perceived severe burden (Suhendar, 2012). The athlete's burden to achieve achievements or exhibit the best to the coach is one factor that influences athletes' psychological state in match scenarios. This is backed by research findings that indicate that busyness is one of the factors that impact the formation of stress (Lutfiyah 2011; Samosir & Syahfitri, 2008).

The coach's involvement in molding the athlete's readiness to meet the match circumstances is highly important. According to Satiadarma (2000), the relationship between coach-athletes can do well when they communicate. If there is an element of self-disclosure between the coach and the athlete, this close relationship will develop. The athlete expresses how he or she feels, and the coach expresses what has become expectations so that an agreement on what will be done can be established. Furthermore, the prevalence of self-disclosure between coaches and athletes is beneficial in overcoming challenges in dealing with match scenarios that cause stress in athletes.

Some of the components required in developing intimacy are communication, self-disclosure, personal compatibility, and adjustment with a partner (Febrina, 2013). Furthermore, the findings of this study are confirmed by the findings of Kiki Yudistiana et al.'s research (2011), which revealed that there are elements that influence the relationship between the subject and partner, namely breadth, openness, and depth, as well as excellent communication.

Communication is an interpersonal characteristic that has an impact on the quality of the coach-athlete relationship (Pocwardowski, Barrot, & Henschen, 2002., Shipheard, et al 2019., Gillet, et al., 2009). According to Montgomery and Baxter (in Jowett, 2007), communication can be viewed as a bridge in the relationship between its members.

This means that the quality and quantity of communication either bring the coach-athlete relationship together or separate it. A skilled coach will collaborate with athletes. This can be accomplished by sharing thoughts and sentiments before making major decisions. The existence of social support influences the level of intimacy (Antonucci & Akiyama, in Wahyudi, 2014). Close relationships are formed by individuals with other individuals by being open to each other, sharing

personal aspects about themselves, and having a place to express thoughts, support, and encouragement as well as a relationship based on deep trust between the two (Doi & Thelen, 1993).

Consistent with Satiadarma's (2000) view that coaches should have an open attitude toward athletes. As a facilitator for athletes, the coach also serves as a vessel that accommodates varied athlete objectives. Furthermore, by actively listening, a coach will be able to better comprehend the athlete's way of thinking, making it easier to assist athletes in finding answers to challenges encountered in sports coaching programs. People who are afraid of intimacy are less inclined to communicate their inner feelings, sensitive information, and feelings of pressure with others (Emmons & Colby, in Wahyudi, 2014). Coaches are crucial to the development of athletes. In training, it is critical to focus on the needs of each individual. It would be ideal if the coach could comprehend the qualities of the athletes on the team. Thus, the coach can tailor his approach to the qualities of the participants' athletes, ensuring that communication activities go smoothly (Satiadarma, 2000). This is corroborated by a comment by Botterill (in Davies, 1989), who believes that coaches should not just focus on improving athletes but also on their personal development.

This study examines the functions of personality type in modulating the association between coach-athlete intimacy and level of stress. This is based on Pestonjee's (1992) hypothesis, which says that one component that generates stress is the intrinsic field, which is tied to personal matters. Personality refers to the overall pattern (form) of conduct, traits, habits, physiological skills, and other psychophysical factors that appear in everyone's life. Jung categorizes personality types as extroverts and introverts. Extroverts seek objective experiences, pay attention to the outside world, connect with others, and are energetic and friendly. While introverts comprehend the world of the personal self with all of its biases, desires, and dreams, extroverts do not.

Every athlete has his or her distinct personality, which cannot be generalized. The coach must be able to comprehend each athlete's personality traits so that a cooperative relationship can be formed during the training process. This is backed by Jowett and Ntoumanis's (in Vallerand, 2003) assertion that the coach-athlete connection is a reciprocal process in which both impact each other. The coach does not always match the athlete. The general disparities between athletes can be influenced by a coach. An athlete and coach can collaborate to create judgments to deal with a crisis if they have effective two-way communication (Cogan and Vidmar, 2000).

Based on the regression test results utilizing the absolute lysis value test technique and the calculations presented in the research results section, it can be shown that the type of personality can limit the relationship between coach-athlete intimacy and level of stress. The association between coach-athlete closeness and stress levels might be strengthened by personality type. The findings of these studies are reinforced by the findings of Ranti Putri Arifianti's research (2010), which reveals a link between extrovert and introverted personality traits and burnout.

Personality is the whole pattern (form) of behavior, traits, habits, body shape skills and other psychophysical elements that always appear in a person's life. Jung divided personality typologies into two, namely extroverts and introverts. Extroverts direct the personal to objective experiences, focus attention on the outside world, tend to interact with people around, are active and friendly. Introverts have a good understanding of the world of the personal self with all the biases, fantasies, dreams, and perceptions that are individual.

Each athlete has his own personality that cannot be generalized. Coaches must be able to understand the personality characteristics of each athlete so that in the training process a good cooperative relationship will be created. This is supported by the statement put forward by Jowett and Ntoumanis (in Vallerand, 2003: 896) that the coach-athlete relationship is a reciprocal process in which both influence each other. Coaches can't always keep pace with athletes. The individual differences of these athletes generally affect the behavior of coaches. Through good two-way

communication, an athlete and coach can work together to make decisions to deal with a situation (Cogan and Vidmar, 2000: 125-127).

Based on the results of the regression test using the absolute difference test method in the calculations described in the research results section, personality type can moderate the relationship between athlete coach intimacy and stress levels. Personality type can strengthen the relationship between coach-athlete intimacy and stress levels.

Some limitations that need to be considered in this study are the use of purposive sampling techniques in sampling causing the non-representation of all sports in Central Java to be the research sample. But in practice, researchers are not disciplined, the sports taken as samples are visible sports to be encountered. Different sports, levels of competition, and the form / formation of sports followed by each athlete make this study less specific. The existence of social desirability (the tendency to choose answers that are considered good) that may be attached to an instrument item can influence respondents in giving answers. Respondents may choose answers that tend to feel socially good to be perceived as not having low intimacy and high levels of stress. During the study, there were several respondents who at that time could not be found by researchers so that the scale of the study had to be abandoned or entrusted to trainers or research partners so that in the process of filling the scale, researchers were not able to control directly, which caused some scales to fail to be analyzed.

CONCLUSION

The conclusion of this study is that personality type moderates the relationship between coach-athlete intimacy and stress levels. There was a significant negative relationship between coach-athlete intimacy and stress levels, in both extroverted and introverted individuals. This means that the higher the coach-athlete intimacy the lower the stress level, and conversely the lower the coach-athlete intimacy the higher the stress level.

Athletes can increase intimacy by fostering good relationships with coaches through open communication and being able to convey expectations and obstacles felt to coaches because based on the results of coach-athletes intimate research has contributed to stress levels. Coaches are also expected to pay attention to the psychological condition of athletes and not only focus on physical training, techniques, and tactics so that coaches can be motivators for athletes in overcoming and minimizing match situations that can trigger stress.

It is expected that future researchers who want to conduct similar studies are expected to consider other factors that can affect coach-athlete intimacy and stress levels, such as match level, form of sport (individual or team), gender, and so on. Another thing that should be considered is the preparation of mature instruments, researchers can then compile their research instruments that are tailored to the characteristics of culture and respondents and the conditions of respondents when filling out the instruments to obtain research results that measure what they want to measure.

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