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An Investigation of Volleyball Extracurriculars Coaches' Interpersonal Communication Knowledge

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ABSTRACT

Communication is very important in the training process. The trainers are not only requiring good knowledge but also good communication skills. This study aimed to determine the interpersonal communication knowledge level based on gender, age, coaching experience, and background. The research method was a quantitative approach with descriptive and comparative statistics with percentage techniques. The research samples were 27 volleyball coaches in junior high school extracurriculars (20 males and 7 females aged 36.37 ± 8.56 years old). The instrument in this study was developed to measure the coaches' interpersonal communication knowledge. The results showed that there are significantly different in coaches' interpersonal communication knowledge based on the age groups and coaching experience groups (p value <0.05). Coaches in the oldest group (> 40 years old) has the highest score compared with other groups (83.00 ± 6.75). Furthermore, coaches who have experience in coaching more than 20 years also achieve the highest score compared to other groups (82.20 ± 7.07). The conclusion, most coaches have good interpersonal communication knowledge. However, coaching experience could contribute the interpersonal communication knowledge better.

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INTRODUCTION

Communication is very important in human life, so harmonization occurs in life (Loredana Badina & Sebastian Iacob, 2018). Sports organizations have increased their attention on communication and resources like branding in response to the financial impact of media on sports (Salgado, 2021). Interpersonal communication occurs between two or more people. This communication process produces feedback. Interpersonal communication is the process of exchanging information, ideas, opinions, and feelings between two or more people. Examples of interpersonal communication (interpersonal) such as conversations between two friends, family conversations, and conversations between three people. Interpersonal communication can occur anywhere when watching movies, studying, and working. In the process of training and sports competitions, interpersonal communication must always be done intensely (Zamfir, 2017). Interpersonal communication can be called interpersonal communication. According to (Davis et al., 2019) communication needs to be done all the time, these results confirm the usefulness of communication techniques in enhancing both the effectiveness of the coach-athlete relationship and athletes' performance. The results also show the potential long-term association between communication and relationship quality.

The effectiveness of interpersonal communication is determined by how clear the message is conveyed. The characteristics of interpersonal communication the language used can be formal and informal. Communication is also developing through print media such as newspapers which are more easily understood by readers (Vural & Masip, 2021). Furthermore, Using certain media such as telephone, cell phone, and e-mail. Social media such as Facebook, WhatsApp, Messenger, and Instagram can be effective communication mediums. Juwito & Zuhri (2020) mentioned that Facebook e-commerce is defined as a direct marketing communications mix. Due of this study, the informant exclusively utilizes Facebook as a promotional tool for their online sales. E-commerce procedures are carried out as informants and are also motivated by peers who have previously engaged in it.

Wang & Zhou (2015), stated that sports organizations regularly utilize social media to build connections with supporters on a practical level by providing news and advertising items. They employed a wide range of social media techniques, with hashtags being the most often used, including retweets, public messages, hyperlinks, and hashtags. While public messages and retweets may be more advantageous for personal connections than hashtags and hyperlinks, public messages and retweets may be more advantageous for professional partnerships. Sports organizations should successfully utilize these technologies to improve their publics' professional, personal, and communal relationships. Interpersonal communication can be done by two or more people. Open and communicative. The purposes of interpersonal communication are as follows: 1) influencing the attitudes and behavior of others; 2) helping others; 3) help others. 4) exchange ideas; 5) solve the problem; 6) convey information; 7) build relationships; 8) influence each other and play; 9) knowing oneself and others; 10) share experiences; 11) foster motivation; 12) cooperate.

Direct communication or face-to-face as well as verbal communication is more effective in the world of sports, especially interpersonal communication between coaches and athletes. This is in accordance with research (Novitaria M & Subarkah, 2019) nonverbal communication is utilized 41% more often than verbal communication, which is used 39% more often. As a result, non-verbal communication can more precisely direct an engagement and emphasize spoken instructions. Indirect aggression refers to the sending of signals (often non-verbal) in a circumstantial or indirect manner. They include sighing, turning away from someone, or otherwise not paying attention to them. Athletes must also always develop social skills through social media, of course wisely in social media, this is in accordance with research (Bireline, 2014) showed that visual appearance, endorsement, connection, and personal appearance are the aspects which athletes experience social media, while responsibility, no difference, and nescience were determined to be the structural themes of the experience. It is impossible to deny how complicated and interconnected the social media experience is.

To fully comprehend the unique experiences that athletes have, further research must be done. Training and competitions will be more effective if there is effective communication between coaches and athletes. As research results (West, 2016) The actions of the coach and the player will have an impact on how they are seen and motivated. If they experience more excellent interaction with the coach, motivated athletes are more likely to perform well. Communication is also a unique role in the sports process where the role of communication as a tool for socializing. This is in accordance with Dailey et al. (2020) who expand on previous research on sports and disability by highlighting the distinctive function of sports communication in the process of anticipatory socialization, highlighting sports as another way people create their identities, and showing how sports skills are used in the workplace. The better the interpersonal communication between the coach and the volleyball athlete, the better the athlete's motivation to learn. this is according to research (Aydin, 2015) communication skills of the participants were at high level. Roşca (2010) stated that knowledge is communicated at the different levels of sport and which are the four anchors that coaches can use in their communication with the athlete in order to improve the human resources management in sport.

Athletes should have good communication skills, so they can adapt to the environment, both other athletes and other coaches who will interact. The athletes' entire transformation was

difficult but gratifying (Fitterer, 2019). The first topic, "out of place," explained how most sportsmen felt uncomfortable, perplexed, and uneasy while dealing with the host culture. The second subject, relationships,explores how relationships affect an athlete's life, how they engage with family and friends back home, and how they interact with relationships in the host country. The third element, expectations, emphasize the performance expectations that the managers and coach of the professional team have for the seven professional players that were questioned.
The divide of athletes on each participant's professional squad is illustrated by the fourth subject, foreigners against locals.
The locals are team members from the host nation, whereas the outsiders are any team members who aren't in the process of intrapersonal communication (Lindawati, 2017) there are five processes of intrapersonal communication, namely: 1) sensation is the initial stage of the process of receiving information received by the human senses. For example, when we hear a voice from another person, this hearing process is included in sensation; 2) association is the process of knowing the occurrence of an event; 3) perception is an activity to understand the information in the form of objects, messages, events obtained; 4) memory is the process of storing information in individuals. The memory is then evaluated, retrieved, or recalled; 5) thinking is a process for making decisions. Thinking is defined as an activity to understand and solve problems. The purpose of this study was to determine the level of knowledge of volleyball coaches based on gender, age, coaching experience, and background.

RESEARCH METHOD

The research method uses descriptive statistics with percentage techniques. There were 27 volleyball coaches in junior high school extracurriculars selected through purposive sampling. The data were analyzed by using descriptive and comparative methods. The research instrument in this study is a multiple-choice quiz that consisted of 20 questions about interpersonal communication. The data were collected by google form link which was distributed through WhatsApp contact of each coach. Furthermore, the research samples were categorized based on gender, age group, educational background, and coaching experience (Table 1).

Table 1. Research samples

No.	Sample Groups		n	Total
1.	Gender	Male	20	27
		Female	7	
2.	Age Group	< 30 years old	7	27
		30 – 40 years old	10	
		> 40 years old	10	
3.	Education Background	Sport related program	16	27
		Non-sport related program	11	
4.	Coaching Experience	< 10 years	9	27
		10 – 19 years	10	
		> 20 years	8	

RESULTS AND DISCUSSION

The results showed that data of interpersonal communication knowledge were in the normal distribution ($p > 0.05$). The results showed that the level of knowledge of trainers about interpersonal communication (Figure 1): 1 coach or 3% (Very Low); 4 coach or 15% (Low); 13 coach or 65% (High); and 9 coach or 28% (Very High). Furthermore, the parametric tests were conducted to identify the significant difference among gender, age, education background and coaching experience groups.

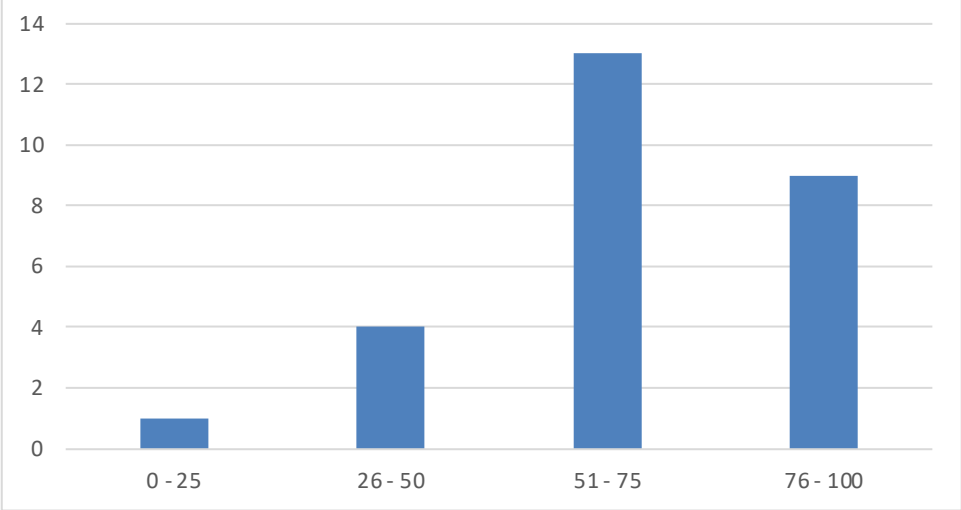


Figure 1. Coaches' level of interpersonal communication knowledge

The data shows that male coaches have higher scores (73.75 ± 18.91) than female (63.57 ± 17.01). However, there is no significant difference between gender (table 2). The male and female volleyball coaches' knowledge of interpersonal communication is similar. It is proven from the results of the study that the significant value of interpersonal communication knowledge is more than 0.05. This finding is also supported by other researchers who are observing communication behavior. Gender stereotype is one of the reason in our society in evaluating the interpersonal communication skill (Unlu, 2021). Therefore, it is only the information and communication technology skill between males and females are relatively similar (Gnambs, 2021). However, other studies also mentioned that Gender has a contribution in developing the interpersonal thrust (Usman et al., 2021). The words and idioms also influenced the communication pattern between males and females (Harvey, 2020). Female has better communication skill than male (Wood-Downie et al., 2021). Female has positive interpersonal management (Adams & Webster, 2022).

Table 2. Between Gender Groups

No	Gender	n	Mean	SD	F	Sig.
1	Male	20	73.75	18.91	0.172	0.682
2	Female	7	63.57	17.01		

Table 3. Among Age Groups

No	Age Groups	n	Mean	SD	F	Sig
1	< 30 years old	7	55.00	18.91		
2	30 – 40 years old	10	70.50	17.01	6.653	0.005*
3	> 40 years old	10	83.00	6.75		
	Overall	27	71.11	18.674		

There is a significantly different among age groups (Table 3). The significant value of the one-way anova test is 0.005 (p < 0.5). Furthermore, the posthoc analysis was performed to identify further (Table 4). Based on the result of the interpersonal communication knowledge test, elder age group (> 40 years old) achieved the highest score (83.00 ± 6.75) then other groups. However, it is only significantly different with the youngest age group (< 30 years old) which achieved the lowest score (83.00 ± 6.75). Elderly people have more experience in socialization and communication competencies (Query & James, 2009). However, the elderly also have a limitation in socialization due to their physical condition (Williams et al., 2014). Onag & Tapeci (2014) stated that effective team communication has a significant impact on team member satisfaction and intent to remain with the team. Communication occurs when there is an exchange of ideas and

conversations between two or more people, in this case, the coach and volleyball athlete must always communicate effectively. Furthermore, there are differences in the communication style of coaches and athletes between team and individual sports (Aly, 2014). However, every coach should eradicate words, phrases, language, and storytelling which are unkind, offensive, and disrespectful.

Table 4. Post-Hoc Scheffe among age groups

No.	Age Groups		Sign
1.	< 30 years old	30 – 40 years old	0.153
		> 40 years old	0.005*
2.	30 – 40 years old	< 30 years old	0.153
		> 40 years old	0.221
3.	> 40 years old	< 30 years old	0.005*
		30 – 40 years old	0.221

The volleyball coach's knowledge of interpersonal communication is not significantly different between the education background group (Table 5). Coaches who graduated from the sport-related program achieved an average score of 76.25 ± 16.55. It is higher than coaches who are not graduated from the sport-related program (63.64 ± 19.76), but it is not significantly different between groups ($p > 0.05$). In the sport-related program at the university, there are many courses specifically studying sports psychology and human behavior. The student also learns about communication skills to be prepared when they teach their student (Yakovleva et al., 2019). Furthermore, the sport-related study program which is preparing the physical education teacher and sports coaches also trained their students in interpersonal communication skill (Tessier et al., 2010). Interactive training courses were also provided to ensure the preservice teachers or coaches' competencies (Polyak, 2021). However, the coaches who are not graduated from the sport-related study program also learn about interpersonal skill (Bavieri & Beaven, 2021).

Table 5. Between Education Background Groups

No	Education Background Groups	n	Mean	SD	F	Sig.
1	Sport-related program	16	76.25	16.58	0.20	0.652
2	Non-sport related program	11	63.64	19.76		

There is a significantly different among coaching experience groups (Table 6). The significant value of the one-way anova test is 0.000 ($p < 0.5$). Furthermore, the post-hoc analysis was performed to identify further (Table 7). Based on the result of the interpersonal communication knowledge test, coaches who have the shortest experience in coaching (< 10 years) achieved the lowest score (53.33 ± 19.20) than other groups. It is significantly different from the other two groups ($p < 0.05$). Furthermore, the coaches who have the longest experience in the coaching group (>20 years) achieved the highest score (82.20 ± 7.07). However, it is not significantly different with the coaches who have experience in coaching for 10 - 19 years group ($p > 0.05$). Coach who hae experience in coaching implements the interpersonal communication to support and motivate the athlete in training and competition(Rey et al., 2022). They need to use their experience in understanding the athletes and deciding the communication method (Oboeuf et al., 2016). The positive relationship among coaches, athletes, and other staff member could support the beneficial phycology condition (Potts et al., 2021).

Table 6. Among coaching experience groups

No	Coaching Experience Groups	n	Mean	SD	F	Sig
1	< 10 years	9	53.33	19.20		
2	10 – 19 years	10	78.00	12.52	11.00	0.000*
3	> 20 years	8	82.20	7.07		
	Overall	27	71.11	18.674		

Table 7. Post-Hoc Scheffe among coaching experience groups

No.	Coaching Experience Groups		Sign
1.	< 10 years	10 – 19 years	0.003*
		> 20 years	0.001*
2.	10 – 19 years	< 10 years	0.003*
		> 20 years	0.797
3.	> 20 years	< 10 years	0.001*
		10 – 19 years	0.797

CONCLUSION

In conclusion, the volleyball coaches' knowledge of interpersonal communication is in a good category. However, more experienced coaches know better about interpersonal communication. Interpersonal communication knowledge could support effective communication within the team. Based on the result of this study, it is important to develop interpersonal communication knowledge and skill for less experienced coaches. The method to develop interpersonal communication knowledge and skills could be inquired further in future study.

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