

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

## **Coach and teammate support: its impact on the student- athletes' improved gameplay confidence**

### **Apoyo al entrenador y a los compañeros de equipo: su impacto en la mejora de la confianza en el juego de los estudiantes-atletas**

Christine Joy P. Cabahug<sup>1</sup>; Angela M. Torremocha<sup>1</sup>; Jane G. Tahanlangit<sup>1</sup>; Elizar S. Ilaida<sup>1</sup>; Ma. Shella R. Millan<sup>2</sup>; Leo A. Hermosilla<sup>3</sup>; Edgar Alabado Austero<sup>3</sup>; Louie P. Gula<sup>1</sup>

<sup>1</sup> Institute of Human Kinetics, Visayas State University, Baybay City, Philippines

<sup>2</sup> North Eastern Mindanao State University, Tandag City, Surigao del Sur, Philippines

<sup>3</sup> Western Mindanao State University, Zamboanga City, Philippines

\* Corresponding author: [christinecabahug8@gmail.com](mailto:christinecabahug8@gmail.com)

**Editorial schedule:** *Article received 07/07/2025 Accepted: 17/12/2025 Published: 01/04/2026*

<https://doi.org/10.17979/sportis.2026.12.2.12425>

#### **To cite this article use the following reference:**

Cabahug, C.J.P.; Torremocha, A.M.; Tahanlangit, J.G.; Ilaida, E.S.; Millan, M.S.R.; Hermosilla, L.A.; Alabado Austero, E.; Gula, L.P. (2026). Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. *Sportis Sci J*, 12 (2), 1-27 <https://doi.org/10.17979/sportis.2026.12.2.12425>

**Author contribution:** All authors contributed equally to the work.

**Funding:** No funding received

**Conflict of interest:** No conflict of interests

**Ethical aspects:** The study acknowledges the ethical aspects

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

## Abstract

This study's purpose aimed to investigate the impact of coach and teammate support on the Visayas State University students-athletes confidence. Specifically, it focused on the 32 student-athletes from 4 different sports namely Basketball, Volleyball, Badminton, and Swimming, currently enrolled at the Visayas State University main campus. The study utilized the descriptive research design and the respondents were chosen through Stratified Random Sampling. Furthermore, the data were collected using a questionnaire and a one-on-one interview. The results of the study revealed that negative support such as coach absence and negative criticism from teammates have a significantly high impact on the athletes to the extent that it decreases their confidence. Furthermore, positive support such as constructive feedback and verbal encouragement leads to an increase in the athletes' self-confidence. Based on the results of the study, the researchers concluded that support from coaches and teammates does impact the athletes' confidence.

**Keywords:** athletes; confidence; coach support; teammate support; influence

## Resumen

El propósito de este estudio tuvo como objetivo investigar el impacto del apoyo del entrenador y de los compañeros de equipo en la confianza de los estudiantes-atletas de la Universidad Estatal de Visayas. Específicamente, se centró en los 32 estudiantes-atletas de 4 deportes diferentes, a saber, baloncesto, voleibol, bádminton y natación, actualmente matriculados en el campus principal de la Universidad Estatal de Visayas. El estudio utilizó el diseño de investigación descriptivo y los encuestados fueron elegidos mediante muestreo aleatorio estratificado. Además, los datos se recogieron mediante un cuestionario y una entrevista individual. Los resultados del estudio revelaron que el apoyo negativo, como la ausencia del entrenador y las críticas negativas de los compañeros de equipo, tienen un impacto significativamente alto en los atletas hasta el punto de disminuir su confianza. Además, el apoyo positivo, como la retroalimentación constructiva y el estímulo verbal, conduce a un aumento de la confianza en sí mismos de los atletas. Según los resultados del estudio, los investigadores concluyeron que el apoyo de los entrenadores y compañeros de equipo afecta la confianza de los atletas.

**Palabras clave:** atletas; confianza; apoyo al entrenador; apoyo a los compañeros de equipo; influencia

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

## Introduction

Athletes face various obstacles in the context of sports that impact their performance and overall welfare, encompassing physical and mental challenges. One critical factor that profoundly impacts athletes' performance is their confidence level. According to Weinberg & Gould (2014) as cited by Martín-Rodríguez et al. (2024), confidence is an athlete's belief in his or her abilities, a crucial psychological attribute that plays a significant role in athletes' performance, motivation, and overall well-being. Confidence affects their drive, decision-making, and ability to overcome setbacks. It is widely acknowledged that athletes with higher levels of confidence are more likely to exhibit superior performances, handle pressure situations effectively, and persevere through adversity. Personal characteristics, past experiences, and social support systems are various factors that contribute to the development and maintenance of athletes' confidence (Zhang et al., 2025). In this research, we aim to explore the influence of coach and teammate support on athletes' confidence and the specific type of support by coaches and teammates that boosts athletes' confidence.

Social support is an encouragement provided by the social system of an individual that helps individuals to grow and overcome extraordinary levels and succeed in different professions such as sports, politics, business, and services (Sarkar & Fletcher, 2014) as cited by Martín-Rodríguez et al. (2024). Previous studies have recognized the significance of social support, particularly from coaches and teammates, in promoting athletes' confidence. Coaches are pivotal figures in an athlete's life, providing guidance, encouragement, and technical expertise. Their role extends beyond technical coaching, including psychological support, creating a positive training environment, and fostering a solid coach-athlete relationship. Several studies have highlighted the positive association between coach support and athletes' confidence (Vella et al., 2013) as cited by Jowett (2025). Coach support can involve various dimensions, such as providing constructive feedback, setting achievable goals, offering emotional support, and demonstrating belief in an athlete's abilities.

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

Teammates also have a crucial role in influencing athletes' confidence. They provide emotional support, motivation, and camaraderie, fostering a sense of belonging and teamwork. Empirical evidence suggests that teammate support positively affects athletes' confidence (Turnnidge et al., 2014; Cruickshank et al., 2019). Teammates who offer encouragement, share positive experiences, and believe in one another's abilities contribute significantly to creating a supportive team culture that enhances individual confidence levels.

While coach and teammate support have individually shown positive associations with athletes' confidence, the interplay between these two sources of support remains an important area of investigation. Research indicates that a harmonious coach-athlete relationship and positive teammate interactions can enhance confidence levels (Isoard-Gauthier et al., 2019). Furthermore, the impact of coach and teammate support on confidence may vary across different sports, levels of competition, and individual characteristics of athletes, highlighting the need for a comprehensive examination.

The researchers in this study aim to contribute to the existing body of literature by further exploring the specific mechanisms through which coach and teammate support influence athletes' confidence. We seek to enhance the understanding of the relationship between support and confidence development of the athletes. This research can have significant implications for coaches, sports psychologists, and athletes, providing insights into practical strategies for promoting confidence and optimizing performance in competitive sports.

### *Coaching Style*

Likewise, Jones (2020) researched to investigate various coaching approaches and their impact on athletes. The study determined the most effective coaching philosophies using the multidimensional leadership model and the leadership scale for sports. Jones (2020) found that for young and high school athletes, democratic and social support coaching methods were most effective, whereas, for college athletes, a democratic coaching style was linked to higher team cohesion and autonomy. Furthermore,

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

leadership behavior, parent involvement, and their combination have a significant relationship with young athletes' life skills in achievement sports development. Assessing athletes' perspectives on coach leadership and parent involvement is an essential matter as a material for reflection and evaluation in achievement sports development for all parties involved, including teams and individuals (Sulistiyono et al, 2024).

### *Coaching Behavior*

Previous research has shown a relationship between a coach's actions and an athlete's performance in a game (Murugesan & Nurul Ain, 2016) as cited by Kuan et al. (2024). The current study acknowledges the significant impact of coaching conduct on athletes' learning and development.

The study also emphasizes how athletes perceive coaching behavior and its impact on their confidence levels in team sports. One aspect of this perception involves how coaches manage and lead. Sports coaches act as role models for athletes within and outside the sports environment and influence athletes' efforts as they organize training and lessons. Thus, the coaching, which includes physical training, technical skills, and competitive strategies, helps athletes reach their performance goals by delivering pertinent information (Foulds et al., 2019). As a result, the athletes' behavioral outcomes are directly related to the coaching they receive. According to Kassim & Boardley (2018) as cited by Solomons et al. (2025), various results for individual athletes can be predicted based on their assessments of their coach's effectiveness.

For coaches to be successful, they must build and foster a constructive relationship with their athletes, promoting decision-making and nurturing their sports potential (Lyle & Cushion, 2010) as cited by Ryou et al. (2025). This demands diverse coaching behavior effectiveness. Furthermore, establishing forceful and more enduring relationships between the coach and athletes positively influences their attitudes and contributes to their success (Breiger et al., 2015) as cited by Massey et al. (2025).

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

On the other hand, coaching comprises a variety of tactics meant to improve a coach's capacity to successfully manage and influence the behavior of team members and athletes (Lane et al., 2025). The presence of mentors and coaches has been linked to various game outcomes (Duda & Treasure, 2015) as cited by Dana & Khalilzadeh Kouchameshki (2025). Coaches use a variety of strategies to help players develop life skills, including establishing a coaching philosophy that emphasizes personal growth, demonstrating fundamental skills through direct instruction and active learning, and—most importantly, creating a solid coach-athlete bond (Keroack, 2015) as cited by Jones (2023). Additionally, the coach-athlete relationship develops an emotional sense of closeness fostered by trust and respect, as described by Mohd Kassim, Wan Abdullah, Md Japilus, and Azanuar Yusri (2019).

### *Teammates Support*

Teammates in a sporting setting work together in a game or play to achieve a common goal. Teamwork involves collaborating with fellow members who believe they can accomplish team objectives. This collective effort fosters high performance, inspires individuals, and demonstrates consideration for each team member, ultimately fostering stronger social cohesion (Massey et al., 2025). In order to ensure that team members have a positive experience, it is essential to create a supportive team atmosphere that gives a sense of comfort when seeking assistance rather than grappling with challenges in isolation. Equally significant is the proactive initiative undertaken by individuals to extend support to teammates they perceive as potentially benefiting from psychological assistance. Although previous studies have predominantly concentrated on investigating the utilization of psychological support by team members to manage personal difficulties, there has been a proposal to delve deeper into this concept (Tamminen & Gaudreau, 2014) as cited by Lepers et al. (2025).

### *Motivation*

According to Zhang & Rhim (2024), motivation inspires athletes to invest effort and demonstrate an unwavering commitment to their chosen sports. It develops athletes'

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

confidence, influenced by the game's genuine enjoyment and inherent challenges. External rewards such as financial incentives and recognition from teammates, peers, and family members can further enhance an athlete's confidence. The study underlines how essential providing support is for improving team performance. Coaches are pivotal in optimizing team functioning as a fundamental motivational pathway for building confidence, considering how teammates significantly influence athletes' competence, satisfaction, and motivation. Both coaches and teammates are vital sources in nurturing athletes' intrinsic motivation. The present study explores and assesses the importance of coach-athlete relationships within sports teams. Mertens et al. (2018) as cited by Huang et al. (2025), found that getting encouragement and praise from coaches and teammates favorably impacts confidence, intrinsic drive, and performance in competitive sports.

Subsequent studies by Fransen et al. (2015) as cited by Lundqvist et al. (2025) extended these findings to a collaborative passing activity in soccer, demonstrating that the advantages of having a highly confident team leader were not limited to a comparison with a low confidence group but also emerged when compared to a control group. Furthermore, motivating feedback from the team leader or coach positively influences athletes' satisfaction with their competence, enhancing their inner drive and personal contentment with their performance.

## Method

A descriptive research design was used to investigate the impact of coach and teammate support on Visayas State University Athletes' confidence. In the study of Atmowardoyo (2018) as cited by Flick et al. (2025), descriptive research design refers to a research approach employed to portray a present phenomenon accurately. Its primary aim is to systematically depict the subject of study, striving to provide an accurate description of the current problems under investigation. Data was gathered using surveys, interviews, and content analysis. Additionally, neither the observer nor any of the study variables are influenced by their participation during this observation process (Lambert & Lambert, 2012) as cited by Villamin et al. (2025).

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

This study was conducted within the premises of Visayas State University; since the respondents are physically attending due to their training, the survey and interview were conducted face-to-face and via virtual interviews. The athletes' profiles stayed highly confidential, meaning the questionnaire does not contain any questions that exposed the athletes to harm. Traditionally, the location was conducted inside the school.

The respondents of this study are coming from the student-athletes of Visayas State University. This study focused only on four sports, basketball, volleyball, swimming, and badminton, out of the nineteen sports. There are a total of 72 athletes coming from the four sports mentioned. Stratified random sampling was used in collecting the data. Stratified random sampling is a sampling method that involves a target population being divided into subgroups or strata that are based on similar specific characteristics or attributes that are of interest to the research. Eight respondents were taken each from the four sports for a total of 32 respondents as my population from the 72 athletes.

This study utilized a virtual and face-to-face interview in a dyad form with five open-ended questions to delve deeply into the athletes' perceptions regarding the support they experience and its impact on their confidence. An adopted survey questionnaire was utilized using the Trait Robustness of Sports-Confidence Inventory (TROSCI) to quantify the impact of coach and teammate support on the Visayas State University athletes' confidence. The Trait Robustness of Self-Confidence Inventory (TROSCI; Beattie et al., 2011) assess the ability to maintain confidence beliefs in the face of adversity. Items were originally generated based on Bandura's (1997) conception of robustness and qualitative research. Consensus reached on 12 items which were retained for subsequent use in the inventory. Athletes rated the extent to that they agreed or disagreed with each statement on a Likert-type scale ranging from 1 (strongly disagree) to 9 (strongly agree). Standard anti- social-desirability instructions encouraging participants to respond honestly were included at the beginning of the inventory. These items were subjected to single-factor confirmatory factor analysis used in an exploratory fashion (Beattie et al. 2011). The survey questionnaire consists of only ten items. An interview protocol served as a guide

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

in the proper conduct of the interview. Open-ended questions were provided to accommodate the personal views related to this topic. A Thematic Analysis by Braun and Clarke's six-phase framework; familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and writing the report, remains the cornerstone for conducting robust thematic analysis. Each phase contributes systematically to the development of meaningful insights while allowing the researcher to remain actively engaged with the data throughout the process (Ahmed et al. 2025).

## Results

### Frequencies and Percentages of the Demographic Profile of the Respondents

**Table 1.** Demographic Profile of Respondents

Respondents Characteristics	Frequency	Percent
<b>Sex</b>		
Male	16	50%
Female	16	50%
<b>Age (years)</b>		
18-20	13	40.6%
21-23	17	53.2%
24-26	2	6.3%
<b>Number of Athletes in Each Sports</b>		
Volleyball	8	25%
Basketball	8	25%
Badminton	8	25%
Swimming	8	25%
<b>Years of Competitive Experience</b>		
1-3 years	9	28.13%
4-6 years	9	28.13%
7-9 years	11	34.38%
10-12 years	1	3.12%
13-15 years	2	6.25%

A total of 32 student-athletes at Visayas State University from 4 different sports, namely Basketball, Volleyball, Badminton, and Swimming, with eight players in each sport were chosen to answer the questionnaire in which complete data was collected with their demographic characteristics (Table 1). The result shows that the number of females

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

equals that of male respondents. A higher response, with regards to age group, are those aged between 21 - 23 years old, which is 53.2%, 13 respondents aged between 18 - 20 years, which 40.6%, and only two respondents aged 24-26 years which is 6.3%. Furthermore, the majority of the respondents have 7-9 years of experience in competing events, with 11 respondents, which are 34.38% of the total population, followed by those respondents who have been competing for 1-3 years and 4-6 years with nine respondents equally which have both 28.13%. There were also two respondents, which is 6.25%, who have been competing for 13-15 years, and one respondent, which is 3.12%, who have been competing for 10-12 years.

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

## The Weighted Mean Rating and Descriptive Equivalent Rating of the Respondents'

**Table 2.** Support Impact on Athletes' Confidence

Indicator	Weighted Mean Rating	Standard Deviation	Descriptive Equivalent Rating
<b>Negative Support from Coach and Teammate</b>			
1. My self-confidence decreases when my coach is not around during competition.	3.47	9.07	<i>EH</i>
2. Negative feedback from my coach does not affect my self-confidence.	2.56	6.11	<i>MH</i>
3. My self-confidence remains stable regardless of negative criticism from my teammates.	2.75	4.16	<i>MH</i>
4. My belief in my abilities decreases when my coach constantly compares me with my co-athletes to motivate me to improve.	2.84	3.21	<i>MH</i>
5. My self-confidence is not significantly affected when my teammates doubt or question my abilities.	2.28	5.51	<i>SL</i>
	2.78		<i>MH</i>
<b>Positive Support from Coach and Teammate</b>			
1. My self-confidence is stable when I play with my teammates.	3.19	8.62	<i>MH</i>
2. My self-confidence increases when I receive rewards from my coach after a competition.	3.84	14.36	<i>EH</i>
3. My coach and teammates' encouragement does not affect my self-confidence, especially when competing.	1.88	8.5	<i>SL</i>
4. A compliment regarding my performance after competition from my teammates increases my self-confidence.	3.84	14.36	<i>EH</i>
5. My self-confidence increases when my teammates cheer for me during the competition.	3.88	15.14	<i>EH</i>
	<b>3.33</b>		<i>EH</i>

The outcomes of this study offer a comprehensive understanding of the multifaceted relationship between an athlete's self-confidence and the support received from both coaches and teammates. When examining the repercussions of negative

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

support, it becomes evident that the absence of a coach during competition have an extremely high impact or decrease on an athlete's self-confidence, with a weighted mean rating of 3.47. The relatively high standard deviation ( $SD = 9.07$ ) underscores the wide variation in how athletes perceive and react to this absence. Furthermore, negative feedback from coaches appears to affect self-confidence, with athletes reporting that there is a moderately high impact on their overall confidence with a weighted mean rating of 2.56. Similarly, when coaches frequently draw comparisons between athletes to motivate them, this seemingly well-intention strategy have a moderately high impact in advertently eroding athletes' self-confidence, as indicated by the weighted mean rating of 2.84.

Conversely, it is intriguing to observe that athletes appear to disagree in regards to the statement that their self-confidence is not affected by doubts or questions about their abilities by teammates, with a weighted mean rating of 2.28; these indicate that doubts from teammates have a slightly low influence on their self-confidence. Interestingly, the study also underscores some stability aspects within an athlete's self-confidence regardless of specific support dynamics. Despite adverse criticism from teammates, athletes generally report that their self-confidence remains relatively steady, with a weighted mean rating of 2.75, which is moderately high.

On the positive side, the study underscores the significant influence of supportive interactions on an athlete's self-confidence. Notably, receiving rewards from the coach after a competition and being complimented by teammates for their performance both have a weighted mean rating of 3.84 which indicates the factors mentioned have extremely high impact and elevates an athlete's self-confidence. However, it is essential to acknowledge the considerable standard deviations ( $SD = 14.36$ ) accompanying these mean ratings, suggesting considerable individual variability in how athletes respond to such positive reinforcement. Similarly, the act of teammates cheering during competitions emerges as an extremely high catalyst for boosting self-confidence with a weighted mean rating of 3.88. However, the high standard deviation ( $SD = 15.14$ ) underscores the diversity of reactions among athletes to this form of support.

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

## Implications

The detailed exploration of the intricate interplay between an athlete's self-confidence and the support mechanisms provided by coaches and teammates offers valuable insights into optimizing athletic performance and well-being. The findings of this study have far-reaching significance for the world of sports psychology and athlete development.

Firstly, the study underscores coaches' critical role as stabilizing agents for an athlete's self-confidence during competition. This aligns with Bandura's self-efficacy theory, which asserts that external reinforcement and guidance influence individuals' belief in their capabilities (Bandura, 1997) as cited by Mohebbi (2025). Moreover, the varying responses signify the importance of considering individual differences in coping strategies, in line with the principles of individualization emphasized by Weinberg and Gould (2014) as cited by Martín-Rodríguez et al. (2024). Secondly, the potent Influence of positive support mechanisms, such as receiving rewards from coaches, being praised by teammates, and receiving cheer from teammates, on an athlete's self-confidence suggests the value of fostering a supportive team culture that caters to the diverse needs of athletes, as highlighted by the research of Weinberg and Gould (2014) as cited by Martín-Rodríguez et al. (2024).

Ultimately, these have profound implications for coaches, psychologists, and athletes. Coaches should tailor their support strategies based on the nuanced impacts of different forms of feedback and encouragement. Teammates' roles in creating a positive and empowering environment should be underscored. Practitioners can also cultivate an ecosystem conducive to optimal athletic performance and holistic personal development by embracing the complexities of self-confidence and support dynamics.

## Types of support from coaches and teammates that impact an athlete's confidence

### Constructive Feedback

“A badminton coach's constructive criticism and encouragement increase my confidence. Genuine compliments and specific, constructive criticism

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

strengthen my confidence in my talents and help me concentrate on areas for progress.”

“Positive feedback, such as suggestions and advice without any harsh criticism about our performance, along with encouraging words, their confidence, and trust in our abilities, especially during training, all contribute to our belief that we can win the competition.”

“Coach always gives me tips on improving my game, then I follow through with her advice, and she gives feedback on how I greatly improved. I find that this support from my coach is effective for my confidence.”

The majority of the respondents' answers during the interview regarding the type of support they get from their coaches and teammates that impacts their confidence is constructive feedback. Constructive feedback is criticism that builds on a person's abilities and strengths while encouraging them, making ideas, and even outlining potential solutions (Calvello, 2023). The feedback outlines the good and bad aspects of a person's work or performance and offers recommendations for future improvement that boost their self-confidence. Some of the respondents emphasized that with the help of constructive feedback, it enhanced their skills and increased their confidence. It acts as a compass that directs them toward improving their skills. It provides them with a clear road map for improvement by identifying performance areas.

## **Verbal Encouragement and Compliments**

“...saying "you can do it" and "nice one" to all of us, especially during training. It feels like our coach himself believed in us.“

“Words that can encourage me like good job, nice play, and nice game.“

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

“when he will say "I trust you with this opponent" that is when I will get a full boost of confidence that I will not let my opponent score for at least when I get 5 points straight.”

“...they will give simple thumbs up, smile, and words of encouragement whenever I feel down due to a mistake or an error. It is effective in boosting my confidence because it means that I have improved compared to the previous time I played.”

Based on the information gathered in the interview, some students mentioned that receiving verbal encouragement and compliments helped them boost their confidence. The expression of language is used to inspire someone to have courage, tenacity, confidence, inspiration, or hope in the face of adversity or to realize a potential characterized as encouragement theoretically (Wong, 2015). This explores the crucial role motivational support plays in boosting athletes' self-confidence, highlighting how words of encouragement and steadfast faith help produce remarkable results and promote personal development. Some respondents highlighted an act of praise and gratitude delivered to motivate them. The phrases "kaya rana," "nice one," "salig ko nimo aning kuntraha," "okay rana," and "bawi lang" are some of the verbal encouragements and compliments they received from their coaches and teammates. Furthermore, their self-esteem and confidence in what they can do strengthen them when they hear others believe in their skills. Words of encouragement also reduce their worry of failing and inspire them to put in the necessary work, increasing their confidence. For instance, the usage of verbal encouragement and compliments by coaches, which contains advice, may have a favorable impact on how well players receive and process feedback during training (Cook & Crewther, 2014; Mason et al., 2020; Dáz-Garca et al., 2021). Based on the answers gathered from the interview, it becomes evident that two distinct forms of support stand out: constructive feedback and verbal encouragement with compliments.

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

## **Benefits of coach and teammate support on the athlete's confidence in an individual setting**

### **Performance Enhancement and Increased Confidence**

"I believe that it boosts my confidence, as it positively affects the outcomes of our performance in competitions..."

"I believe it helps us to focus on during competition and be comfortable playing during the game..."

"I believe that that support helps showcase my skills and perform well during the match..."

Based on the insights gathered from the interviews, it is evident that both coach and teammate support contribute significantly to an increase in athletes' confidence, resulting in enhanced performance during games. This connection between confidence and performance has been supported by research in the field. Studies indicate that confidence influences an athlete's performance and vice versa (Thomas, 2010). As athletes believe in their abilities and receive support, their confidence levels rise, leading to improved performance in their chosen sport.

In summary, the respondents mentioned "Performance Enhancement" and "Increased Confidence" as benefits they receive from coaches and teammates because these factors are closely intertwined. The support they receive contributes to their improved performance and greater self-assurance on and off the field, which assists in the development of confidence for an athlete.

### **Self-Belief and Trust**

"It really helped me, because if they always have their support, I can do everything without doubts."

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

“For that reason, if there is no support from the coach and teammates it will low my confidence, it will be difficult for the athlete to improve, he will not be able to build trust in himself, especially in the game because you must have confidence in yourself to increase self-confidence.”

“...trust is the benefit of the support I receive from the coach & teammates.”

Respondents admit that the constant support of their coach and teammate contributes to their self-belief and trust. Trust between athletes and coaches is crucial for effective communication, feedback, and guidance. They trust their coaches, which are more receptive to instruction and are likely to implement suggested changes. Moreover, they have also emphasized that the trust they get during the training process allows athletes to execute their skills confidently during competitions. They believe that the training they have undergone will lead to successful outcomes. Athletes who believe their abilities and preparation are better equipped to handle pressure situations and trust minimizes anxiety and allows athletes to stay focused and composed.

## **Motivation and Positive Energy**

“For me, as an athlete, it gives me a positive energy towards achieving something. It affects my whole performance.”

“...Also increase my confidence in training and during the game and having a positive attitude that even we lose or win we still know that we did our very best as usual.”

“It gives me happiness because it has increased my confidence and makes me active as an athlete.”

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

Coach and teammate support can motivate athletes by showing that their efforts are recognized and valued. It gives them positive energy and mindset that can boost an athlete's self-confidence and drive to perform better. When they come to know about their abilities, they work harder to raise this level due to the feedback they have obtained from the knowledge of their coaches and teammates. Motivation serves to energize, select, and direct performance. It helps them set challenging goals and direct the positive energy and effort to achieve them. Intrinsically motivated athletes strive hard to master the skill and are propelled by the inward drive to accomplish the task. While at the same time, they enjoy the challenging situations encountered during competition. Participating in sports to receive prize money, win a trophy or a gold medal typifies external regulation. Researchers have clarified that reward is a better motivation technique than punishment (Sigh, 2017).

## **Benefits of coach and teammate support on the athlete's confidence in a team sport setting**

### **Team Dynamics**

"I can play perfectly with my team and have a chance to win the game."

"It is different off-court. When you are on the court, you are playing for yourself and the team, which should be one reason to be proud or confident. Once you are confident, you are aiming for the win. That will affect the mind and you can also influence your teammates so that they will give their very best to win the game."

"There are many benefits, but I am just gonna specify that the support I get from my teammates and my coach makes me confident in our performance court-wise, and when the support reciprocated to them, it would produce a healthy environment that would be beneficial for the entire team."

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

Some respondents from a team sport event stated that they understand their roles and how they contribute to the team's goals. They emphasize that each member has to take responsibility to contribute to ensure the team's progress. It includes how team members interact, work together, make choices, and shape one another behavior. Furthermore, the respondents also highlighted that the support they get creates good relationships, fosters a healthy work atmosphere, and improves overall team performance. They also added that team members are willing to share ideas, support each other's efforts, and work together to achieve common objectives, which boosts their confidence as a team.

## Discussion

The findings emphasize the multifaceted dynamics of support mechanisms, which include both constructive feedback and verbal encouragement, as critical factors in fostering confidence and enhancing performance. The demographic analysis shows a balanced representation of genders and varied levels of competitive experience among the respondents. Most athletes fall within the age group of 21-23 years and have 7-9 years of experience, suggesting that they are seasoned yet still evolving in their respective sports. This provides a robust foundation for examining the impact of support mechanisms on performance and confidence. The data reveals that the absence of a coach during competitions and negative feedback from coaches moderately to highly erodes athletes' confidence. Interestingly, teammate-induced doubts have a slightly lower influence on self-confidence, highlighting the comparatively greater weight athletes place on coach-related support. These findings align with Bandura's self-efficacy theory, which emphasizes the importance of external reinforcement in shaping confidence. Conversely, positive reinforcement—such as rewards, verbal encouragement, and cheering—emerges as a significant factor in boosting self-confidence. Weighted mean ratings indicate extremely high impacts, although high standard deviations suggest individual variability in athletes' responses. This underscores the need for personalized support strategies.

Both constructive feedback and verbal encouragement stand out as pivotal forms of support. Athletes value constructive feedback as a clear roadmap for improvement,

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

fostering confidence and skill development. Similarly, verbal encouragement and praise, particularly during critical moments, motivate athletes and reinforce self-belief. These findings echo research by Weinberg and Gould (2014) as cited by Martín-Rodríguez et al. (2024), which highlights the role of positive reinforcement in athlete development. The study also reinforces the well-documented link between confidence and performance. Athletes with high self-belief, cultivated through consistent support, exhibit enhanced performance during competitions. Trust between athletes and coaches further strengthens this connection, enabling athletes to execute skills confidently and remain composed under pressure. Effective team dynamics emerge as a key benefit of supportive environments.

The finding that coach-related support, particularly the absence of a coach and negative feedback, has a greater influence on athlete confidence than teammate-induced doubt aligns strongly with contemporary research establishing the coach as the primary source of psychological validation and competence information. Simons and Bird (2023) confirmed that perceived coach support is a significant mediator between the coach–athlete relationship and athlete self-confidence, highlighting why the coach's actions carry such comparative weight. Furthermore, the efficacy of verbal encouragement and constructive feedback is supported by literature showing that encouragement functions as a positive affective stimulus that boosts intrinsic motivation and immediate effort, while constructive feedback serves as crucial augmented feedback, providing a clear, external source of information necessary for skill acquisition and technical development. However, the high standard deviations and the subsequent call for personalized support are critical, necessitating that coaches employ emotional intelligence (EI) and cognitive flexibility to dynamically adjust their communication (Eldor et al., 2020). When critically appraising the study, several limitations emerge that must be articulated: the reliance on self-report outcome measures is a substantial constraint, as psychological variables assessed this way are susceptible to individual differences and measurement error, meaning the calculated weighted mean ratings are, at best, estimates (Jokela & Hanin, 2022). Moreover, if the study utilizes a cross-sectional design, it restricts the ability to establish definitive causal pathways, for example, that support mechanisms cause long-

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

term performance enhancement, only demonstrating a correlational snapshot (Maier et al., 2023).

## Conclusion

Based on the results of the study, the researchers concluded that the extent of experiencing negative support from coaches and teammates is moderately high, resulting in a decrease in self-confidence. The study highlights the significant influence of positive support, which significantly elevates an athlete's self-confidence. Furthermore, constructive feedback is the type of support with the greatest impact on athletes' confidence. Hence, the impact cannot be attributed to one type of support alone. Therefore, some sorts of benefits influence in boosting self-confidence in both individual and team sport settings.

While this study establishes a clear link between social support and athlete self-confidence, it is not without limitations, which subsequently illuminate pathways for future research. The cross-sectional design limits our ability to infer causality, meaning we cannot definitively state that negative support causes decreased confidence, only that they are associated. Furthermore, the reliance on self-reported data from athletes may be subject to recall and social desirability biases. The findings would be strengthened by future longitudinal studies that track support and confidence fluctuations over an entire season, allowing for causal relationships to be more robustly established.

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

## References

- Ahmed, S. K., Mohammed, R. A., Nashwan, A. J., Ibrahim, R. H., Abdalla, A. Q., Ameen, B. M. M., & Khedhir, R. M. (2025). Using thematic analysis in qualitative research. *Journal of Medicine, Surgery, and Public Health*, 6, 100198. <https://doi.org/10.1016/j.glmedi.2025.100198>
- Atmowardoyo, H. (2018). Research methods in TEFL studies: Descriptive research, case study, error analysis, and R & D. *Journal of Language Teaching and Research*, 9(1), 197-204. <http://dx.doi.org/10.17507/jltr.0901.25>
- Bandura, A. (1997). *Self-efficacy: The exercise of control* (Vol. 11). Freeman. <https://surl.lu/woztvn>
- Beattie, S., Hardy, L., Savage, J., Woodman, T., & Callow, N. (2011). Trait Robustness of Self-Confidence Inventory (TROSCI) [Database record]. APA PsycTests. <https://doi.org/10.1037/t20783-000>
- Breiger, J., Cumming, S. P., Smith, R. E., & Smoll, F. (2015). Winning, motivational climate, and young athletes' competitive experiences: Some notable sex differences. *International Journal of Sports Science & Coaching*, 10(2-3), 395-411. <https://doi.org/10.1260/1747-9541.10.2-3.395>
- Cruickshank, J. (2018). The Critical Role of Information Retrieval in STEM Information Literacy. *Science & Technology Libraries*, 38(1), 83–97. <https://doi.org/10.1080/0194262X.2018.1544534>
- Dana, A., & Khalilzadeh Kouchameshki, M. (2025). The Effect of Motivational Self-Talk on Endurance Performance with an Emphasis on the Role of Self-Determination: An Empirical Test of the Self-Talk Dissonance Hypothesis. *Journal of Sports and Motor Development and Learning*, 17(2), 5-18. <https://doi.org/10.22059/jsmdl.2024.374993.1772>
- Duda, J. L., & Treasure, D. C. (2015). The motivational climate, athlete motivation, and implications for the quality of sport engagement. *Applied sport psychology: Personal growth to peak performance*, 57-77. <https://surl.lt/tsebjr>

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

Eldor, D. S., Lindholm, K., Chavez, M. H., Vassanyi, S., Badiane, M. O., Yaldizli, K., ... & Kunst, J. R. (2022). Resilience against radicalization and extremism in schools: Development of a psychometric scale. *Frontiers in psychology*, 13, 980180. <https://doi.org/10.3389/fpsyg.2022.980180>

Flick, H. M., Teräs, J. T., & Kårtveit, B. H. (2025). Applying the DPSIR framework to a Nordic Arctic context—opportunities and challenges. *Journal of Land Use Science*, 20(1), 197-220. <https://doi.org/10.1080/1747423X.2025.2557798>

Foulds, S. J., Hoffmann, S. M., Hinck, K., & Carson, F. (2019). The Coach-Athlete Relationship in Strength and Conditioning: High Performance Athletes' Perceptions. *Sports* (Basel, Switzerland), 7(12), 244. <https://doi.org/10.3390/sports7120244>

Fransen, K., Haslam, S. A., Steffens, N. K., Vanbeselaere, N., De Cuyper, B., & Boen, F. (2015). Believing in “us”: Exploring leaders’ capacity to enhance team confidence and performance by building a sense of shared social identity. *Journal of experimental psychology: applied*, 21(1), 89. <https://doi.org/10.1037/xap0000033>

Huang, H., Zhong, X., & Tang, X. (2025). Teachers' Emotional Support Matters for Adolescents' Creative Self-efficacy and Performance: An Ecological Comparison between China and Finland. *Thinking Skills and Creativity*, 102029. <https://doi.org/10.1016/j.tsc.2025.102029>

Jones, B. (2023). Evaluating the Effectiveness of the MASTER Coaching Program as a Coach Development Tool for Improving Coaching Practices of Football Coaches and Improving a Range of Player Outcomes [https://openresearch.newcastle.edu.au/articles/thesis.  
Evaluating\\_the\\_effectiveness\\_of\\_the\\_MASTER\\_coaching\\_program\\_as\\_a\\_coach\\_development\\_tool\\_for\\_improving\\_coaching\\_practices\\_of\\_football\\_coaches\\_and\\_improving\\_a\\_range\\_of\\_player\\_outcomes/29032997](https://openresearch.newcastle.edu.au/articles/thesis.Evaluating_the_effectiveness_of_the_MASTER_coaching_program_as_a_coach_development_tool_for_improving_coaching_practices_of_football_coaches_and_improving_a_range_of_player_outcomes/29032997).

Jones, K. (2020). Coaching styles and their effect on team performance. Digital Commons@Brockport. [https://digitalcommons.brockport.edu/pes\\_synthesis/120/](https://digitalcommons.brockport.edu/pes_synthesis/120/).

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

- Jowett, S. (2025). 25 years of Relationship Research in Sport: The Quality of the Coach-Athlete Relationship as defined by Closeness, Commitment, Complementarity and Co-orientation (3+ 1Cs). *Psychology of Sport and Exercise*, 102909. <https://doi.org/10.1016/j.psychsport.2025.102909>
- Kassim, A. F. M., & Boardley, I. D. (2018). Athlete perceptions of coaching effectiveness and athlete-level outcomes in team and individual sports: a cross-cultural investigation. *The Sport Psychologist*, 32(3), 189-198. <https://doi.org/10.1123/tsp.2016-0159>
- Kassim, A. F. M., Aznan, E. a. M., & Halim, N. H. A. (2020). Perceptions of coaching behavior and its impact on managerial team sports performance. *Jurnal Intelek*, 15(2), 60–66. <https://doi.org/10.24191/ji.v15i2.307>
- Keroack, J. G. (2015). Exploring the relationship between coaching behavior and developmental outcomes among adolescent female athletes in competitive sport (Doctoral dissertation, The University of North Carolina at Chapel Hill). <https://doi.org/10.17615/n71c-wz83>
- Kuan, G., Sut Txi, M. R., Mat Salleh, F. N., Wong, K. Y., Tan, H., & Kueh, Y. C. (2024). Psychometric Properties of the Malay Version of the Coach-Athlete Relationship Questionnaire for Coaches and Athletes. *The Malaysian journal of medical sciences : MJMS*, 31(3), 241–251. <https://doi.org/10.21315/mjms2024.31.3.19>
- Lambert, V. A., & Lambert, C. E. (2012). Qualitative descriptive research: An acceptable design. *Pacific Rim international journal of nursing research*, 16(4), 255-256. <https://surl.li/nlsoto>
- Lane, S., Panagiotaros, C., & Joseph, B. (2025). Coaching Leadership Workshops and Violence Prevention in Junior Rugby League. *The International Journal of Sport and Society*, 16(2), 139-160. <https://doi.org/10.18848/2152-7857/CGP/v16i02/139-160>
- Lepers, E., Levillain, G., Martinent, G., & Nicolas, M. (2025). Impact of emotional intelligence on longitudinal trajectories of perceived stress and control among

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

athletes in sports competitions. *Journal of Sport and Exercise Psychology*, 1(aop), 1-10. <https://doi.org/10.1123/jsep.2024-0042>

Lundqvist, C., Camps, J., Vertommen, T., Barker-Ruchti, N., & Kolbeinsson, Ö. (2025). Toxic leadership in high-performance sports and its consequences for mental health and performance: a scoping review. *International Review of Sport and Exercise Psychology*, 1-27. <https://doi.org/10.1080/1750984X.2025.2457038>

Lyle, J., & Cushion, C. (Eds.). (2010). *Sports coaching: Professionalisation and practice*. Elsevier Health Sciences. <https://surl.li/esahad>

Maier, C., Thatcher, J. B., Grover, V., & Dwivedi, Y. K. (2023). Cross-sectional research: A critical perspective, use cases, and recommendations for IS research. *International Journal of Information Management*, 70, 102625. <https://doi.org/10.1016/j.ijinfomgt.2023.102625>

Massey, W. V., Veliz, P., Farello, A., Zdroik, J., & Zarrett, N. (2025). Associations between the sport environment and mental health in a US sample of adolescent girls. *Women in Sport and Physical Activity Journal*, 33(1). <https://doi.org/10.1123/wspaj.2025-0020>

Mertens, N., Boen, F., Broek, G. V., Vansteenkiste, M., & Fransen, K. (2018). An experiment on the impact of coaches and athlete leaders' competence support on athletes' motivation and performance. *Scandinavian Journal of Medicine & Science in Sports*, 28(12), 2734–2750. <https://doi.org/10.1111/sms.13273>

Mohebbi, A. (2025). Enabling learner independence and self-regulation in language education using AI tools: a systematic review. *Cogent Education*, 12(1), 2433814. <https://doi.org/10.1080/2331186X.2024.2433814>

Murugeesan, Y., & Mohd Hasan, N. A. (2016). Review of Factors Influencing the Coach-Athlete Relationship in Malaysian Team Sport. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 1(3), 83 - 98. <https://doi.org/10.47405/mjssh.v1i3.19>

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

Ryou, J., Choi, E., & Lee, O. (2025). Pedagogical touch: exploring the micro-realities of coach-athlete sensory interactions in high-performance sports. *Physical Education and Sport Pedagogy*, 30(1), 92-108. <https://doi.org/10.1080/17408989.2023.2185600>

Sarkar, M., & Fletcher, D. (2014). Ordinary magic, extraordinary performance: Psychological resilience and thriving in high achievers. *Sport, Exercise, and Performance Psychology*, 3(1), 46. <http://dx.doi.org/10.1037/spy0000003>

Simons, E. E., & Bird, M. D. (2023). Coach-athlete relationship, social support, and sport-related psychological well-being in National Collegiate Athletic Association Division I student-athletes. *Journal for the Study of Sports and Athletes in Education*, 17(3), 191-210. <https://doi.org/10.1080/19357397.2022.2060703>

Solomons, J., Bekker, S., Groom, R., & Kraak, W. (2025). Insights into coaching effectiveness: Perspectives from coaches and players in South African Women's Rugby. *International Journal of Sports Science & Coaching*, 20(1), 8-21. <https://doi.org/10.1177/17479541241283625>

Stander, F. W., Rothmann, S., & Botha, E. (2015). The role of teammate relationships, communication, and self-efficacy in predicting athlete flow experience. *Journal of Psychology in Africa*, 25(6), 494-503. <https://doi.org/10.1080/14330237.2015.112460>

Sulistiyono, S. N., Nasrulloh, A., Gula, L. P., Mulyawan, R., Pradana, S., & Yudhistira, D. (2024). The Importance of Coach Leadership Behavior and Parent Involvement in Developing Life Skills in Young Athletes: An Investigation in Sports Development. *environment*, 8, 9. <https://doi.org/10.13189/saj.2024.120316>

Tamminen, K. A., & Gaudreau, P. (2014). Coping, social support, and emotion regulation in teams. In *Group dynamics in exercise and sport psychology* (pp. 222-239). Routledge. <https://doi.org/10.4324/9780203794937>.

Original article. Coach and teammate support: its impact on the student- athletes' improved gameplay confidence. Vol. 12, n. ° 2; p. 1-27, April 2026. <https://doi.org/10.17979/sportis.2026.12.2.12425>

Turnnidge, J., Côté, J., & Hancock, D. J. (2014). Positive Youth Development From Sport to Life: Explicit or Implicit Transfer? *Quest*, 66(2), 203–217. <https://doi.org/10.1080/00336297.2013.867275>

Vella, S. A., Oades, L. G., & Crowe, T. P. (2013). The relationship between coach leadership, the coach–athlete relationship, team success, and the positive developmental experiences of adolescent soccer players. *Physical Education and Sport Pedagogy*, 18(5), 549–561. <https://doi.org/10.1080/17408989.2012.726976>

Villamin, P., Lopez, V., Thapa, D. K., & Cleary, M. (2025). A worked example of qualitative descriptive design: A step-by-step guide for novice and early career researchers. *Journal of Advanced Nursing*, 81(8), 5181-5195. <https://doi.org/10.1111/jan.16481>

Weinberg, R. S., & Gould, D. (2023). *Foundations of sport and exercise psychology*. Human kinetics. <https://psycnet.apa.org/record/1995-97587-000>

Zhang, J., Sun, J., Zhou, Y., Gong, L., & Huang, S. (2025). The effect of mindfulness training on the psychological state of high-level athletes: Meta analysis and system evaluation research. *Journal of Sports Sciences*, 43(6), 600–622. <https://doi.org/10.1080/02640414.2025.2468997>

Zhang, R., & Rhim, Y.-T. (2024). The Effect of Coach–Athlete Relationships on Motor Behaviour in College Athletes—Mediating Effects of Psychological Needs. *Behavioral Sciences*, 14(7), 579. <https://doi.org/10.3390/bs14070579>