



Coach-athlete relationship: A phenomenological study of Indonesian Paralympic athletes' perceptions

Noor Azizah Dwi Agustin^{1acdef}, Sugiyanto^{1abcd}, Febriani Fajar Ekawati^{1abcd}.

¹Postgraduate Program, Faculty of Sports, Sebelas Maret University, Surakarta, Central Java, Indonesia.

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Abstract

A strong coach–athlete relationship is essential for achieving optimal performance, particularly in Paralympic sports where athletes face physical limitations and social barriers. Coaches play roles that extend beyond technical instruction by providing emotional support, motivation, and adaptive strategies tailored to individual disability needs. This study aims to understand how Indonesian Paralympic athletes interpret their relationships with their coaches based on their lived experiences. A qualitative phenomenological approach was used with three Indonesian Paralympic athletes actively training for the 2024 Paris Paralympics: one athlete with a visual disability, one with a physical disability, and one with an intellectual disability. Data were collected through in-depth interviews, observations, and analysis of coaching documentation, which were processed using a phenomenological analysis procedure. The results show that the coach–athlete relationship is characterized by emotional closeness, mutual commitment, reciprocal role support, and alignment of goals. Athletes perceive their coaches as figures who listen, understand their conditions, and provide both psychological and practical assistance during training. Coaches adjust communication styles and coaching strategies to meet athletes' sensory and cognitive needs, enabling athletes to stay motivated and confident. Shared goal-setting further enhances cooperation and strengthens athletes' readiness for competition. This study concludes that the coach–athlete relationship in the Indonesian Paralympic context involves emotional, adaptive, and goal-oriented interactions that serve as a foundation for inclusive and high-performance coaching. These findings offer practical insights for enhancing coaching development programs that prioritize interpersonal sensitivity and support athletes' overall well-being.

Keywords: Athlete-coach relationship, paralympic sports, jowett's 3+1c model, emotional closeness, disability training adaptation.

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INTRODUCTION

The increase in the number of Indonesian athletes who have successfully qualified for the Paralympics reflects significant progress in the



development of national disability sports and coaching achievements in recent years. This success needs to be examined more deeply, considering that Paralympic athletes have diverse characteristics and levels of disability that directly influence their physical, psychological, and social needs during the training process (Mira et al., 2023). These differences demand meaningful interpersonal interaction between coaches and athletes to ensure inclusive training that supports performance improvement and psychological well-being. The coach-athlete relationship in disability sports requires not only technical competence but also emotional sensitivity, adaptive communication, and motivational guidance tailored to each athlete's individual condition (Jowett, 2024; Elicot et al., 2025). A positive relationship fosters trust, effective communication, and a solid support system that encourages consistent engagement in sports (R. Liu et al., 2024). The achievement of Paralympic athletes, therefore, needs to be balanced with the development of coach readiness in psychosocial aspects to ensure sustainable progress.

Although the achievements of Indonesian Paralympic athletes have continued to increase, the ability of coaches to support athletes' inclusive and psychosocial needs is developing more slowly. Many Paralympic coaches in Indonesia come from conventional sports coaching backgrounds and have not yet received formal education in disability sports, particularly in areas such as emotional support, sensory-based guidance, and simplified communication for athletes with intellectual challenges (Sakalidis et al., 2023; Rodríguez Macías et al., 2022). Communication barriers during training camps can lead to misunderstandings, reduced motivation, and emotional discomfort, which can negatively impact athletic performance (Marín-González et al., 2022). The number of athletes participating in the Paralympics has increased from 23 athletes in Rio de Janeiro 2016 to 33 athletes in Tokyo 2020, and is projected to exceed 40 athletes for Paris 2024. However, this development has not been fully accompanied by a systemic reinforcement of coaching competence. Strengthening the coach-athlete relationship is therefore an essential foundation for designing an

inclusive and athlete-centred coaching system that supports both performance and psychological adjustment. The increasing competitive demands in elite disability sports further emphasize the importance of relational dynamics that promote self-confidence, emotional stability, and meaningful engagement (Kim & Choi, 2024; Simons & Bird, 2023). The development of professional coach training in this sector becomes highly relevant to ensure that coaching interactions contribute optimally to athletes' well-being.

The theoretical foundation supporting the importance of interpersonal relationships in coaching is reflected in Jowett's 3+1Cs framework, which consists of closeness, commitment, complementarity, and co-orientation (Schinke & McGannon, 2016). These four dimensions help explain how harmonious interaction between coaches and athletes contributes to motivation, achievement, and mental health in sports contexts (Atiq et al., 2023). In Paralympic sports, closeness does not only refer to emotional bonds but also includes functional dependency, as coaches often serve as primary sources of physical and social assistance for athletes with disabilities. Complementarity requires a high degree of adaptation in communication style, instructional techniques, and emotional support according to athletes' sensory and cognitive conditions (Nicholls et al., 2017; Davis et al., 2019). Co-orientation emphasizes the importance of shared understanding of goals and expectations, which can influence consistency in training and performance outcomes. A coaching relationship based on these principles aligns with efforts to build a safe, motivating, and achievement-oriented training environment for athletes with disabilities. Establishing a strong relational foundation in disability sports enhances athletes' autonomy and prepares them to manage various competitive pressures effectively.

In Indonesia, studies specifically examining the coach-athlete relationship in Paralympic contexts are still limited, as most existing research focuses on general psychological variables such as motivation, anxiety, and self-confidence. In Indonesia, studies specifically examining the

coach-athlete relationship in Paralympic contexts are still limited, as most existing research focuses on general psychological variables such as motivation, anxiety, and self-confidence (Almagro et al., 2020; Anira et al., 2017; Utomo et al., 2022). This condition reflects a research gap because the unique interaction patterns in disability sports require contextual exploration that emphasizes the life experiences and dependency factors affecting athletes' emotional and physical functioning. The development of an inclusive coaching system needs to be strengthened with empirical evidence that describes the relational dynamics between Indonesian Paralympic athletes and their coaches to support psychological readiness and optimal performance. Coaches' understanding of athletes' needs can be enriched through systematic investigation of how interpersonal interactions are established and maintained in daily training. When a coach can identify individual expectations and respond adaptively, athletes feel more valued and motivated to strive for excellence. This perspective positions the coach-athlete relationship as an essential psychological factor that must be strengthened in parallel with training innovation in disability sports. Existing studies in Indonesia have not yet explored coach-athlete relationships from the direct lived experiences of Paralympic athletes using Jowett's 3+1Cs model, particularly regarding how relational challenges emerge across different disability categories in elite competition settings. The lack of empirical evidence focusing on relational dynamics specific to disability sports suggests that this research makes a novel contribution to the understanding of inclusive coaching practices within the Indonesian Paralympic system.

The progress of Indonesia's Paralympic achievements relies on developing coaches' competencies in emotional intelligence, adaptive communication, and inclusive approaches that address the diverse needs of athletes. Coaches who nurture inclusive and empathetic relationships can create empowering training environments that sustain athletes' performance and well-being. This study contextualizes Jowett's 3+1Cs framework within Indonesian disability sports, emphasizing adaptive

mechanisms that strengthen emotional, cognitive, and functional interdependence between coaches and athletes. The findings provide theoretical and practical insights for enhancing Paralympic coaching education, inclusive communication, and psychosocial support strategies, guiding the Indonesian National Paralympic Committee toward more humanistic, adaptive, and sustainable coaching development programs.

METHOD

This study employed a qualitative phenomenological approach to explore the lived experiences of Indonesian Paralympic athletes in their relationships with coaches. This approach emphasizes the meaning of real-life experiences and enables a deeper understanding of relationship dynamics that influence emotional well-being and performance (Alexander et al., 2024). The research was conducted at the Indonesian Paralympic Training Centre under NPC Indonesia, with observations tailored to each sport's specific training environment. This approach was chosen to uncover the essence of emotional closeness, trust, communication patterns, and functional dependence within the coach–athlete relationship in disability sports. The phenomenological design also ensures that athletes' subjective perspectives are captured richly through reflective narration. This methodological choice aligns with the study's aim to explore interaction dynamics at the elite Paralympic level.

The study employed the dimensions of the Coach–Athlete Relationship Questionnaire (CART-Q), including closeness, commitment, and complementarity, as well as the co-orientation dimension, which was developed based on extended theoretical considerations (Jowett, 2017). These dimensions guided the development of semi-structured interview questions focusing on emotional support, adaptive communication, and shared goals within training interactions. While providing a theoretical structure, the design remained open to emerging themes relevant to disability-specific coaching experiences. This approach ensured systematic yet flexible data exploration, allowing for the natural capture of contextual nuances.

The participants consisted of three Indonesian Paralympic athletes who qualified for the 2024 Paris Paralympics: NMAP (visual impairment), PRT (physical disability), and SI (intellectual disability). A snowball sampling technique was applied because Paralympic athletes represent a limited and specific population. NPC Indonesia recommended the first participant, and additional participants were referred based on the following inclusion criteria: having been trained by a national coach, having experience in international competitions, and being willing to reflect on coaching interactions. Although the number of participants is small, this aligns with the standards of phenomenological research, which prioritise depth of meaning over statistical generalisation (Smith & Osborn, 2015; Alase, 2017).

Data collection techniques included semi-structured interviews lasting 60–90 minutes, non-participant observations to capture nonverbal interaction cues, and document analysis through training schedules, coaching notes, recorded sessions, and relevant online materials (Lim, 2024). The combination of these techniques strengthened the richness and contextual accuracy of the data. The use of narrative and behavioural evidence contributed to a comprehensive understanding of relational dynamics. All interviews were audio-recorded and transcribed verbatim to ensure the integrity of the data.

Data validity was ensured through source triangulation, which involved comparing athlete perceptions with observations and written documents, and method triangulation, which verified whether verbal narratives aligned with interaction patterns during training. Member validation was applied by asking participants to confirm the accuracy of interpretation summaries. These procedures guaranteed that the findings reflected authentic athlete experiences rather than researcher bias.

Data analysis followed Colaizzi's (1978) seven-step phenomenological procedure, which included transcription, repeated reading, extraction of significant statements, formulation of meaning units, theme clustering, development of a comprehensive description, and

validation by participants. This analytic process rigorously captured the core meaning of athletes' relational experiences. The analysis allowed theoretical constructs to guide coding while remaining receptive to emergent contextual themes unique to Indonesian Paralympic sports.

The research was conducted over a period of two months, encompassing a preliminary study, data collection, transcription, coding, and theme development. This duration aligns with methodological standards in phenomenological studies with similar participant intensities, allowing for prolonged engagement with participants until data saturation was achieved. The absence of new themes after the final interview indicated adequate depth and analytical sufficiency. This time allocation supports the credibility and completeness of the research process.

RESULTS

This section presents the lived experiences of Indonesian Paralympic athletes in their relationships with coaches, analyzed using a phenomenological approach. While the CART-Q guided the creation of interview protocols, the data emerged directly from athletes' narratives through in-depth interviews, observations, and documents. The analysis revealed four central themes: functional closeness, commitment under constraints, complementarity with sensitivity, and co-orientation in goal setting, which collectively demonstrate how relational dynamics influence motivation, emotional security, and performance.

Table 1. Athlete Interview

Dimension	Sub-theme	Participant	Verbatim Quote	Interpretation
Close-ness	Trust in the Coach	NMAP (Visual Disability)	"I consider the coach like my own parent... the coach can always explain things logically."	A strong emotional bond, underpinned by trust and respect for the coach's authority.
		PRT (Physical Disability)	"My relationship with the coach is like family... they give encouragement when I fail or succeed."	A personal and supportive relationship, extending beyond professional ties.
		SI (Intellectual Disability)	"We understand each other's roles... I also consider them like a parent,	Closeness is bounded by professionalism, yet maintains respect and camaraderie.

	Emotional Closeness		sometimes like a friend."	
		NMAP (Visual Disability)	"Even if the coach always prepares the best training program, even if it seems torturous... the coach always gives rational answers and can be understood in terms of meaning and usefulness."	Emotional trust was built on the coach's transparency and logical explanations.
		PRT (Physical Disability)	"When facing a performance decline during training or matches, the coach always evaluates and provides understanding that allows me to rise again."	The coach acts as a source of motivation and emotional support during challenging times.
		SI (Intellectual Disability)	"I am in Solo, so sometimes I ask the coach to take me to the training place... closeness is only limited to that, it does not reach personal issues."	Emotional closeness is fostered through practical support, but with clear professional boundaries.
		NMAP (Visual Disability)	"Even outside training hours, they still give direction and motivation... a responsibility to help us develop..."	The coach shows a high commitment to the holistic development of the athlete, beyond formal training hours.
		PRT (Physical Disability)	"Full training for a week... the coach instils discipline based on common goals."	The coach's commitment to creating discipline and training consistency is based on mutual agreement.
Commit-ment	Coach's Consistency and Dedication	SI (Intellectual Disability)	"The coach said, 'Do not go home, just train here... Sometimes the coach also picks me up.'"	The coach's commitment extends beyond technical aspects to logistical and moral support for continuous training.
		NMAP (Visual Disability)	"The coach is committed not only to performance but also to character development."	The coach's broad dedication includes the athlete's personal growth.
		PRT (Physical Disability)	"We become more independent but still maintain a close emotional bond."	The coach's commitment fosters athlete independence while preserving a strong emotional connection.
	Non-Technical Commitment	SI (Intellectual Disability)	"The coach provides solutions to ensure training continues despite the national training centre closure."	The coach demonstrates commitment to overcoming obstacles and ensuring the continuity of training.
		NMAP (Visual Disability)	"My coach understands my needs very well... gives clear directions, sometimes with light	The coach's coordinated approach is adapted to the athlete's disability, showing responsiveness and sensitivity.
		PRT (Physical Disability)		
Comple-mentarity	Collaboration and Understanding Athlete Needs	NMAP (Visual Disability)		

			touches as additional cues."	
		PRT (Physical Disability)	"I was given room for exploration... I also often give ideas, and the coach is responsive."	A complementary relationship: the coach is flexible and open to the athlete's initiatives.
		SI (Intellectual Disability)	"The coach uses structured repetition and emotional support when performance drops."	The coach's tailored approach meets the athlete's cognitive and emotional needs to optimize performance.
	Equality in Interaction	NMAP (Visual Disability)	"My relationship feels mutually complementary."	The athlete's perception of a balanced dynamic and reciprocal contributions in the relationship.
		PRT (Physical Disability)	"The interaction is collaborative and equal."	Interaction based on collaboration and mutual respect between the athlete and coach.
		SI (Intellectual Disability)	"If there is a coach, I am more enthusiastic... the coach is really important during warm-ups and when I am confused."	The coach's presence influences the athlete's motivation and sense of security during training and competition.
Co-orientation	Shared Views on Goals and Training Process	NMAP (Visual Disability)	"We always try to be on the same frequency... everything is discussed."	Alignment in short-term and long-term goals is achieved through open communication and discussion.
		PRT (Physical Disability)	"If there are differences... we find a middle ground so both understand each other's goals."	A mechanism for dialogue exists to align differing perspectives in a functional manner.
		SI (Intellectual Disability)	"The coach always gives simple and repetitive explanations... I also understand their directions."	The coach conveys directions with an approach tailored to the athlete's cognitive needs, fostering alignment in understanding the goals.
	Open Dialogue for Alignment	NMAP (Visual Disability)	"Open dialogue... the coach explains the theoretical basis of the training."	Transparent communication helps the athlete understand the foundation and purpose of the training.
		PRT (Physical Disability)	"Agreement is built through two-way understanding."	Alignment is achieved through two-way communication, which results in a mutual understanding.
		SI (Intellectual Disability)	"The coach adapts explanations to ensure clarity and alignment."	The coach demonstrates flexibility in explanations to ensure understanding and alignment of goals.

1. Closeness

The athletes described strong emotional bonds with their coaches, who were often perceived as parental figures offering moral guidance and psychological support. NMAP expressed that trust in the coach was fundamental to accepting intense training programs, especially because the coach could always explain the logic and usefulness behind each regimen. PRT shared that encouragement during failures and successes strengthened their sense of belonging and confidence, demonstrating deep personal attachment. Meanwhile, SI perceived the closeness more professionally, although practical assistance, such as transportation, contributed to emotional safety. These narratives suggest that the closeness dimension in Jowett's 3+1Cs model operates not only at the personal level but also fulfils a cultural expectation of family-like support, consistent with Indonesian collectivistic values, where kinship-based interaction enhances athlete commitment and resilience. The emotional support offered by coaches helped athletes maintain focus during performance drops and reinforced motivation despite physical and psychological barriers.

2. Commitment

Commitment emerged through coaches' availability, consistency, and willingness to go beyond technical duties. NMAP emphasized the coach's guidance outside formal sessions, describing dedication not just to performance but also to character development. PRT highlighted structured training discipline accompanied by balanced recovery, reflecting professionalism and mutual responsibility. SI benefited from logistical and motivational support when staying independently at the training base, showing that commitment extends into daily life beyond field interactions. These experiences reflect that coaches' persistent presence contributes to emotional security and athletic professionalism, confirming the importance of the commitment dimension in shaping sustainable engagement.

3. Complementarity

Complementarity emerged through adaptive communication and flexible coaching strategies, which were tailored to meet the sensory and

cognitive needs of athletes. NMAP described the use of tactile cues and repeated explanations to support her visual impairment. At the same time, PRT expressed satisfaction with participatory communication, which allows athletes to contribute ideas for technical adjustments. SI reported increased enthusiasm when accompanied directly by the coach and benefited from structured repetition and emotional reassurance during difficult situations. These adaptive strategies demonstrate that complementarity in Paralympic contexts requires high interpersonal sensitivity. The coach's role supports both technical execution and mental readiness, fostering a balanced and reciprocal relationship that enables athletes to perform effectively and confidently.

4. Co-orientation

Co-orientation emphasizes alignment of goals, shared meaning, and role understanding in the training process. NMAP's regular discussions with her coach help maintain clarity in long- and short-term competition targets. PRT reported that differences in perspective can be resolved through reflective communication, leading to shared interpretation of strategies. SI appreciated simplified and repetitive explanations that ensured comprehension and involvement in goal-setting. The findings reaffirm that co-orientation serves as both a cognitive and psychosocial mechanism, promoting athlete inclusion, confidence, and active participation. This shared understanding strengthens relational quality and contributes to effective performance regulation during training and competition.

DISCUSSION

The findings found that positive relationships between Indonesian Paralympic athletes and coaches contributed to improved athlete performance in terms of perceived closeness, commitment, complementarity, and co-orientation. This study not only confirms the relevance of Jowett's 3+1Cs framework but also directly addresses the research problem identified in the introduction, namely the gap between Indonesia's rising Paralympic achievements and the limited readiness of

coaches to build effective interpersonal relationships. While previous studies have highlighted the general importance of coach–athlete relationships and inclusive coaching strategies, they do not provide empirical evidence from the Paralympic context in Indonesia. Our findings extend this literature by showing how Paralympic athletes themselves interpret and experience relational dimensions such as functional closeness and sensitivity-based complementarity, which go beyond the normative applications of the 3+1Cs model. This critical contribution demonstrates that in disability sport, effective relationships are not only beneficial but must be specifically adapted to address athletes’ physical, cognitive, and social needs. In doing so, this study provides the first phenomenological evidence from Indonesian Paralympic athletes, offering practical implications for NPC Indonesia to design targeted coach education programs that emphasize psychosocial skills, adaptive communication, and inclusivity.

These findings align with previous studies, which suggest that the relationship between athletes and coaches is influenced by factors such as closeness, trust, shared goals, and complementary roles, all of which impact athlete success (Ekinci et al., 2024). The relationship is formed through several important aspects, namely the perception of closeness, commitment, a sense of complementarity, and shared orientation (Jowett, 2024). A better understanding of the coach–athlete relationship and its relationship to athlete satisfaction in sport will provide useful information for coaches and athletes regarding the importance of developing harmonious and balanced communication within the team (Fouraki et al., 2020). The findings of this study reveal that Indonesian Paralympic athletes perceive their relationships with coaches as emotionally close, mutually committed, complementary in roles, and aligned in training goals—dimensions that contribute significantly to their motivation and performance. For instance, athletes described their coaches as parental figures who provided emotional encouragement, adapted training to their disabilities, and engaged in open communication to align goals and expectations. These lived experiences

highlight the importance of emotional support and personal understanding, which are just as vital as technical guidance in the Paralympic context.

First, the perception of closeness helps explain the existence of a strong emotional bond between athletes and their coaches. This closeness is not only limited to professional relationships, but also encompasses the role of the coach as a figure who provides moral support, motivation, and is even considered a surrogate family or parental figure (Rodríguez Macías et al., 2023). Furthermore, coaches do not only observe the development of athletes in training sessions, because a coach's commitment to the relationship, in the form of psychological support and attention to the physical needs of athletes, can build athlete confidence through professionalism that affects interpersonal communication. In contrast, a coach's self-awareness can significantly impact their ability to create an inclusive environment (Liu et al., 2024). Positive results obtained from the athlete's point of view, through the self-confidence built, will improve their competitive mentality (Khoirunisa et al., 2024). The findings demonstrate that Indonesian Paralympic athletes perceive the coach–athlete relationship as more than technical instruction; it is a central source of trust, motivation, and psychological stability during preparation for elite competition. Athletes consistently emphasized that being genuinely listened to, receiving constructive feedback, and gaining practical support from coaches enhanced their confidence and reduced anxiety (Landman et al., 2024; Barker et al., 2022).

Additionally, there is a sense of complementarity, indicating that the coach and athlete understand each other's roles and needs. The coach can adapt the approach and strategy based on the athlete's characteristics and specific needs, including any disabilities they may have. With an understanding of the athlete's condition and positive motivation, a coach can create an environment that strengthens the athlete's mentality and enhances their ability to compete (Nur'aini et al., 2025). On the other hand, the athlete is also able to accept direction and adapt to training demands in ways that reflect a mutual role fit (Schinke & McGannon, 2016). Lastly, co-

orientation reflects a shared vision and goals between athletes and coaches, and through open communication and intense discussion, both parties can align their strategies, targets, and understand each other better in facing challenges (Jowett, 2024). Coaches are required to have a deep understanding of the sensory conditions and skills of athletes in designing training methods that maximize body sensitivity without relying on vision (Barker et al., 2022; Ryou et al., 2023). Coaches who listen to athletes' needs and provide constructive feedback are considered more helpful in improving athlete motivation and performance (Sulistyono et al., 2025; Braun et al., 2024).

The main factors that determine the success of an athlete, including those in Paralympic sports, include the coach's ability to convey technique and strategy comprehensively across the technical, tactical, and mental aspects (Haryanto et al., 2023). Building techniques through consistent practice will show the development of skills and personal physical conditions, and the consistency given by the coach supports the achievement of success in the form of mental toughness (Noviansah et al., 2025). With agreement and understanding between the coach and the athlete, performance results can be positively influenced through clearer expectations and shared accountability (Novian et al., 2020). In the context of Paralympic sports, the relationship between athletes and coaches has a unique dynamic, and a caring approach based on a coach's commitment to caring for athletes has the potential to create balance and sustainability (Dohsten et al., 2020). Paralympic athletes often require a more personalised approach to training and strategy, so a harmonious relationship between athletes and coaches is a crucial factor in achieving optimal performance. A harmonious relationship between coach and athlete also needs to be built since adolescence to support long-term development characterized by respect, trust, commitment, and collaboration (Do Nascimento Junior et al., 2023).

These findings should be interpreted with appropriate caution, given the study's scope and design. The insights are contextual and reflect the

authentic perspectives of three athletes who are active in the national Paralympic environment, which means that transferability to other sports or settings is limited; however, they are analytically informative. The focus on the athletes' perspective, without involving coaches, physiotherapists, or sports psychologists, limits the depth of two-way relational analysis. Reliance on semi-structured interviews opens the possibility of subjective bias shaped by personal perceptions and proximity to the researcher. Nevertheless, the methodological value of this research lies in its application of a phenomenological approach to explore disability-sport experiences that remain underdocumented in Indonesia. Thus, this study contributes practically to the development of more responsive and inclusive training through targeted coach education, and academically by expanding the application of coach–athlete relationship theory to adaptive sports using evidence rooted in Indonesian Paralympic realities. The overall implication is that NPC Indonesia can leverage these insights to design structured programs emphasizing psychosocial competence, adaptive communication, and inclusivity to strengthen athlete performance sustainably.

CONCLUSION

This study explored how Indonesian Paralympic athletes interpret their relationships with coaches through the 3+1Cs framework, showing that closeness, commitment, complementarity, and co-orientation must be adapted to support athletes' physical, cognitive, and social needs, with coaches functioning not only as technical instructors but also as emotional supporters who enhance motivation, confidence, and performance. Although these findings provide a contextual expansion of the 3+1Cs model to disability sport, the study has limitations, particularly the small number of participants and the focus only on athletes' perspectives, which restricts broader generalization and does not fully capture two-way relational dynamics. Future research should include more participants from diverse sports, involve coaches and support staff, and consider mixed or longitudinal methods to deepen understanding of relational development

over time. Practically, NPC Indonesia and coach education institutions are encouraged to implement mentoring programs and integrate emotional intelligence, adaptive communication, and psychosocial support into coaching curricula to ensure that Paralympic athlete development in Indonesia is more inclusive, sustainable, and performance-driven.

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