



The Psychosocial Effects of Interaction, Communication, and Group Dynamics in Team Sports

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Abstract

Aim: This study examines interaction mechanisms in team sports, emphasizing communication types, leadership structures, intra-group dynamics, and psychosocial bonds, and evaluates how team-based social relationships shape individual and collective functioning.

Methods: A qualitative review design was used to systematically synthesize innovative theoretical and empirical approaches. National and international academic publications were screened, grouped by topic, and analyzed within a holistic framework addressing psychosocial interactions and social bond structures at individual and group levels.

Results: Interaction quality and the team social environment were strongly associated with athletic performance and psychological/social well-being. At the individual level, motivation, commitment to continued participation, stress-coping capacity, and sport-related satisfaction were influenced by interaction processes. At the group level, cohesion, social self-perception, sense of belonging, and community attachment emerged as critical determinants. The coach-athlete relationship was identified as central to effective leadership and ethically grounded management. Communication strategies that enhance mental health, perceived social support, and training engagement foster psychologically safe climates, which in turn facilitate teamwork, problem-solving, and collaborative skill development. Emerging digital technologies, artificial intelligence, and wearable devices offer opportunities for coordination and engagement, but excessive reliance may reduce face-to-face interaction and heighten data protection and privacy concerns.

Conclusion: Team sport outcomes are shaped by interaction quality, leadership relations, and psychosocial bonds; technology can support coordination but requires cautious, ethically informed use.

Keywords: *Communication and Interaction, Psychosocial Adaptation, Team Cohesion, Team Dynamics.*

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INTRODUCTION

Sports provide a deep interaction environment that advances not only individuals' physical abilities but also their social, mental, and emotional dimensions. The mutual exchange of views, procedures, and group mobility within the group play a fundamental role in the formation of key psychosocial components such as unity, leadership, sense of belonging, motivation, and conflict management. These components directly influence athletes' personal and collective achievements, their mental and social well-being, and their level of commitment to the sport. For this reason, analyzing the psychological and social effects of interactions, communication processes, and group dynamics in team sports is of vital importance in the fields of sports science, psychology, sociology, and pedagogy. Joint activities in sports are shaped by players' social relationships, the effort expended to achieve a common goal, and the tasks assigned to team members. Athletes' performance and social and psychological harmony are influenced by this mutual exchange. However, group dynamics are crucial in determining the team's cohesion, motivation, shared rules, and the quality of its bonds. The fundamental components of group dynamics include a range of factors such as group rules, assumed roles, leadership status, sense of belonging,

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conflict management, and social support mechanisms. These components determine the team's success and the individual's psychosocial well-being.

Communication is crucial in team sports for information transfer as well as for safety, cohesion, moral support, and conflict resolution. The study by Şahinler et al. (2023) showed that positive friction and exclusion are directly proportional to successful communication, while positive communication is inversely proportional to approval and constructive conflict. Although gender and sport type, as well as factors such as age and education level, have no significant effect on communication levels, they have been found to influence these levels. Similarly, Akdağcık et al. (2016) stated that communication skills differ depending on the sport and that the unique structure of each team sport determines how communication styles are shaped. Group dynamics form the basis of success in team sports. Gayman et al. (2022) found that group dynamics have a complex structure and include various characteristics such as task distribution, motivational environment, interdependence, leadership, social support mechanisms, and conflict management. These findings show that intra-group interactions play an important role in the psychosocial adaptation and community feelings of both young and older athletes. On the other hand, the social and emotional environment in team sports competitions is an important part of leadership. Smilkova (2020) states that leadership skills are crucial for team formation, functioning, and development. Keçeci et al. (2024) discovered that coaches' perceptions of leadership are related to physical, individual, skill-related, and management skills. These data prove that leadership has a universally applicable socio-psychological effect. In team sports, social-emotional harmony depends on team cohesion.

A study by Boughattas and Kridis (2017) found a positive relationship between team cohesion and the group's overall abilities. A comprehensive analysis (meta-analysis) by Kwon (2024) showed that team-building activities strengthen team cohesion, especially in young athletes and when applied over a longer period. Somoğlu et al. (2023) note that athletes who have spent less time on the team experience more uncertainty about their job descriptions, which harms team cohesion. Emotional intelligence also has a significant impact on team functioning. Urbano and Vázquez (2025) found that the team's emotional intelligence increases both team cohesion and participation, and that a transformational leadership style supports this positive process. This shows that emotional dynamics play an important role in motivation and synchronization in team sports. Team performance and psychological-social adaptation depend on social identity and feelings of belonging. Thomas et al. (2018) found that differences in social identity at the team level significantly affect team success. Finally, social network analyses allow for an objective understanding of connections within the team. Öztürk et al. (2022) have shown that preferences between positions are strategically important for victory.

LITERATURE REVIEW

Interaction Processes and the Structure of Social Relationships in Team Sports

Interaction dynamics in collective sports are determined by group cohesion and the team's unity. The team cohesion measure described by Gächter et al. (2025) demonstrates the financial impact of social bonds on team performance. This study examined the team cohesion indicator through a "unity scale" created using psychological measures. A significant positive correlation was found between team cohesion and performance.

According to the study, teamwork among individuals affects productivity, and social bonds should be considered as a production multiplier in economic research. This finding shows that social interactions in team activities in sports are important in terms of psychological, financial, and work outcomes. To understand the importance of social networks in team-based activities in sports competitions, it is important to consider interpersonal relationships and teamwork separately. The Social Relations Framework (SRF) developed by Loeys et al. (2025) can be used to analyze interpersonal behaviors and relationship cycles in sports teams. The research examined the individual, reciprocal, and group-level effects on performance separately. Personal and interpersonal interactions were more important than the overall team effect. Furthermore, coaches respond differently to athletes' needs, and there are reciprocal connections among teammates. This framework demonstrates that social connections in team sports are complex and dynamic. The social structure of sports disciplines, an athlete's perception of themselves as a community member, their sense of belonging, and their position within the group affect athletes'

inner strength, the satisfaction they derive from the game, and their determination to quit the sport. A study by Eskiler and Kaymakçı (2025) examining university-level athletes showed that the perceived form of social identity has a statistically significant effect on the enjoyment experienced during sporting activities and that this level of satisfaction increases the desire to continue the relationship with the sport. The study suggests that social identity helps athletes remain in sports. These findings are crucial for the social bonds and shared identity that emerge in team-based activities, as well as for athletes' motivation and long-term commitment.

Leadership and team captaincy in team sports form the basis of interaction and social relationships. In Orhan's (2025) interviews with technical managers (coaches) in professional football leagues, team captains take on leadership roles in terms of responsibility and encouragement on the field, as well as social and outward-facing leadership in the locker room and outside the club. Team captains play important roles in maintaining internal communication, performing representative duties, and preserving order within the team, thereby having a significant impact on the team's success. According to research, club administrators and technical staff should consider professionalism and shared management principles to make the leadership role of team captains more effective. This finding shows that the concept of leadership in team sports is a multifaceted social interaction process. Group communication systems in sports are important not only among players but also between the technical staff and other stakeholders. Research conducted by Ağyol and Naral (2025) emphasizes that sports require organization, planning, and continuity, and that managerial and coaching attitudes have a significant impact on athletes' performance and personal progress. The role of a technical staff member as a manager is crucial for developing them and enhancing their skills. This perspective demonstrates that leadership and interaction cycles are vital in collective sports to achieve personal and team goals.

Social Networks, Community Belonging, and Commitment to Sport

The structure of social connections in sports is not limited to interactions within the team; it is linked to various factors, including athletes' social environments, the groups they feel a sense of belonging to, and their level of mobility. According to research conducted by Prochnow et al. (2025), intramural sports increase students' activity levels, sense of belonging, and desire to continue attending school. The study found that students with more vibrant social circles are more likely to comply with recommended levels of physical activity, and that close relationships strengthen the sense of belonging to the community. This finding demonstrates that social interactions have a significant impact on people's overall life satisfaction and social integration, particularly in team sports. The relationship between the team's shared goals, solidarity, and rivalry is an important part of the interaction dynamics in team sports. Mierlo and Hooft (2025), in their study with elite young athletes, found that mastery goals related to team belonging promote cooperation, while performance goals focused on success increase competition. According to hierarchical regression analyses, team success can be enhanced through cooperation via mastery goals and through competition via performance goals. The study suggests that "cooperative-competitive" mechanisms, where cooperation and competition come together in sports teams, maximize team efficiency. These findings demonstrate that interactions in team sports are complex and constantly changing.

In team sports, personal and demographic factors such as an athlete's individual sports experience, gender, time spent in sports, and family history of sports contribute to social interaction. Indeed, according to research conducted by Baykan et al. (2025), men's interest in sports surpasses that of women, participants in team sports demonstrate stronger commitment compared to those involved in individual sports or those who do not participate in sports at all, this commitment increases with the progression of an athletic career, and students with family ties to sports demonstrate higher commitment. These findings clearly show how a person's past experiences and family background shape interactions and social bonds in team sports. With the advancement of technology and digitalization, interactions and social bonds among players in team sports are being reshaped. Research by Xie and Wang (2024) on KEEP, a popular sports app in China, showed that artificial intelligence can increase the emotional interaction users feel with each other, the sense of belonging to a group, and the satisfaction they derive from social interaction. The study showed that emotional bonds, app loyalty, social group loyalty, and mutual trust have significant effects on overall user satisfaction and interaction frequency. These findings provided recommendations to application developers on how to maximize the user experience.

In summary, these findings indicate that digital platforms and AI-powered tools are developing social interaction and relationships in new ways in relation to team sports.

The structure of social bonds and interaction dynamics in group sports are crucial for young people's social and mental development and the transmission of values. According to a comprehensive study by Almeida et al. (2023), playing sports, especially when various types of sports and environments are offered together or when non-sporting activities are also included, encourages an individual's psychological and social progress and the transfer of their value judgments from sports to their daily life. However, developmental outcomes depend on both individual and environmental factors, such as psychological safety, guidance from mature individuals, social interactions, involvement in decision-making processes, taking on management roles, and regular activities. These findings show that social connections in team sports are vital for young people's individual and social development. Support mechanisms in team sports affect team communication, cohesion, conflict, and other elements. Bugten et al. (2025) found in their daily study of young female handball players that the likelihood of absenteeism increased when the coach controlled the use of rewards and established good relationships with teammates. However, the coach's interest in negative situations and enjoyment of the sport could not predict absenteeism due to intra-team disagreements. Nevertheless, more enjoyment in subsequent training sessions stems from the enjoyment of the sport and relationships with teammates. According to the study, feedback timing and interaction quality are very important for young athletes. These findings show that social interaction and interaction in team sports directly affect motivation and participation.

Social Relationships in Team Sports in the Context of Cultural and Interdisciplinary Approaches

In team-based sports, social interaction networks are not limited to the connections between participants in the competition; athletes' social connections, social norms, and their performance contribute to the formation of these networks. According to a study by Shamshirian and Halldorsson (2024), the attitudes, emotions, and mental approaches exhibited by Iranian wrestlers are influenced by the hidden social dynamics of the moment and geography in which they find themselves. This study suggests that victory in Iranian wrestling is based on cultural foundations, social structure, social bonds, and mutual relationships. These important cultural achievements have ensured the continuation of mass sporting success from the past to the present. These findings show that social dynamics and channels of interaction in team sports are very important in a cultural and sociological context. Social interaction and relationships in team sports are being examined more comprehensively through the interdisciplinary perspective of modern sports sciences. Yunus Şahinler and his team's (2025) compilation, "Sports and Science: Perspectives from Different Disciplines on a Shared Future," touches on various topics such as sports law, administration, leadership, social responsibilities, ecological sustainability, and the integration of disabled sports. It also discusses how sport relates to justice, equal opportunity, legal clarity, and the principles of the rule of law.

Furthermore, the 2024 publication "Sports and Interdisciplinary Scientific Approaches" by Gökhan Kurt et al. examines the psychological, sociological, philosophical, and administrative aspects of sports. Lack of willpower (*akrasia*), an individual's character and career path, competition stress, discrimination, and social equality shape this study. Interdisciplinary methods enable a comprehensive understanding of social relationships and interaction dynamics, especially in team sports. Interaction mechanisms and social bonds in team-based sports are influenced by many factors, such as personal performance development, leadership mobility, sense of group belonging, cultural norms, technological developments, and the individual's psychological and social development. Solving this problem requires the collaboration not only of sports sciences but also of technology, psychology, sociology, economics, pedagogy, and other sciences.

Communication Quality, Leadership, and Coach-Athlete Relationships

The clear, understandable, and accurate exchange of information on sports fields is crucial for establishing mutual trust. A bibliometric review of academic studies on sports-related communication shows that the subject covers many areas. In particular, it has focused on main topics such as teaching, athletic achievement, general well-being, and rehabilitation. Furthermore, countries such as the United States, the United Kingdom, and Australia have emerged as hubs for research activities in this field, with influential researchers and publications. This review demonstrates that communication

characteristics in sports carry strategic importance at both the organizational and personal levels. It will also guide future research (Doğruer & Öğraş, 2025). These findings show that the quality of communication is not limited to the transfer of technical information but also plays an important role in providing emotional support, encouragement, and establishing coordination within the team. The clearest form of communication in the sports community is the interaction between coaches and athletes. One study examined young athletes' parents' views of coaches through metaphor research and found that coaches were mostly described as instructive, protective, guiding, mentoring, and exemplary individuals (Sarı et al., 2025). These metaphors show that coaches are not merely skill transferers (technical knowledge transferers), but also play important roles in the social and mental development of athletes. This study also suggests that strengthening the bonds between teachers and parents may help develop more effective ways of working together and communicating in the field of sports. The conclusion shows that coaches' managerial role is also effective in their relationships with athletes' families.

Academic sources often use the 3+1C model (cordiality, commitment, reciprocity, and common goals) to assess the quality of the bond between coaches and athletes. Jowett's (2025) review of twenty-five years of research emphasizes that this structure provides a fundamental basis for understanding how interpersonal interactions work. It also highlights the important role it plays in both the physical and mental health of the athlete. Theoretical and experimental research shows that the quality of this coach-athlete relationship has a direct impact on athletes' mental resilience, intrinsic motivation, and team cohesion. This model is crucial for analyzing how relationship-based interactions contribute to athletes' development. Academic sources often use the 3+1C model (cordiality, commitment, reciprocity, and common goals) to assess the quality of the bond between coaches and athletes. Jowett's (2025) review of twenty-five years of research highlights that this framework provides a fundamental basis for understanding how interpersonal interactions work. It also highlights that this relationship plays a significant role in both the physical and mental health of the athlete. Theoretical and experimental research shows that the quality of this coach-athlete relationship has a direct impact on athletes' mental resilience, intrinsic motivation, and team cohesion. This model is crucial for analyzing how relationship-based interactions contribute to athletes' development.

The bond between the athlete and the coach is an important component of how well the individual feels psychologically and also plays an important role in providing social support and a safe environment. Therefore, athletes' psychological health and overall well-being depend on the leadership style and communication approach. How coaches manage is closely related to how athletes respond to competition results and the relationship between coach and athlete. A study that altered Chinese athletes' performance and the coach-athlete relationship found that different leadership approaches reduced mental fatigue (Liu et al., 2025). Furthermore, the coach-athlete relationship and mental fatigue serve as a tool in these interactions. These findings suggest that positive management approaches, clear communication, relationship dynamics, and reduced mental fatigue increase athletes' productivity. Overall, both individual and collective success in sports is a result of leadership styles and communication patterns. According to a study conducted with young basketball players, training continuity has the ability to predict training attendance and skill development; in this connection, training continuity plays an indirect role (Luo et al., 2025). Based on these findings, the strong bond between coaches and athletes helps athletes come to training more willingly and develop their skills. In this case, communication and leadership style are very important for creating motivation and commitment to the organization in athletes' journey of progress.

The quality of the relationship between coaches and athletes, and the strength of the coach-athlete relationship in general, significantly affects the perception of psychological safety in sports. A study examining the effect of the quality of the coach-athlete relationship on the performance of young athletes using meta-analytic methods found that this relationship has a positive effect on athletes' success, and this effect has persisted over the past six years (Bora, 2025). Additionally, it has been understood that variables such as the athlete's age, the sport they play, their discipline, and the form of performance measured guide this interaction. These findings show that the quality of the bond between the coach and the athlete has a lasting effect on performance. Therefore, leadership and communication skills are very important for the development of athletes.

A study on professional cricketers found that the quality of the relationship between the coach and the athlete has a positive correlation with measurable performance metrics. This correlation is related to measurable performance metrics such as batting (Phillips et al., 2025). In this context, communication methods, the athlete's sense of security, and the group's overall perception of competence were found to play a mediating role. As these findings show, the quality of coach-player interaction, communication methods, and the psychosocial environment directly affect performance.

In a study examining the assessments of team athletes regarding the behaviors exhibited by their coaches, significant differences were found between factors such as gender, length of athletic career, and time spent with the coach (Bayraktar et al., 2024). Specifically, athletes who worked with their coaches for four to six years were found to evaluate these behaviors more positively. This finding shows that long-term and continuous bonds between coaches and athletes strengthen the quality of mutual communication and the perception of leadership. Furthermore, it is thought that training employees in communication skills could further strengthen these relationships. An analysis showed statistically significant differences in stress management mechanisms and coaching attitudes depending on athletes' ages, genders, the nature of their sports, and whether they were national team members (Yılmaz & Küçük, 2025). These findings show that the relationship between the coach and the athlete and leadership styles play an important role in determining how athletes cope with stress and interpret how their coaches behave.

One study examined sports psychology and how athletes' motivation affects competition results, finding that professional athletes place greater importance on both their physical abilities and mental health. According to this research, individuals' intrinsic motivation and mental resilience are crucial in coping with stressful and challenging conditions (Derelioğlu & Sabah, 2025). The study's findings also suggest strengthening the bond between coaches and athletes, supporting mental recovery processes, and providing personalized assistance to each athlete. These data show that coaching style and communication networks are vital for improving athletes' mental health and motivating them. A literature review investigating how athletes' both prosocial and antisocial behaviors and their moral judgment patterns are influenced by coaches' behavior in accordance with professional ethics rules found a linear relationship between coaches' ethical attitudes and supportive (prosocial) behaviors and a negative relationship between negative behaviors (Sarı & Sağ, 2). These results indicate that coaches help athletes develop morally and foster good relationships within the team. An analysis of postgraduate theses on sports management in our country revealed that various topics stood out, including communication skills, individual leadership, perception of the institution, approaches to athlete ethics, and desire to learn (Kaya & Yağcı, 2025). It has been emphasized that sports management education enhances students' professional skills and, in particular, develops their communication skills. These findings show that career success in the fields of sports management and coaching depends on good communication and leadership skills.

Group Dynamics, Team Cohesion, and Integration Processes

Multidisciplinary research investigates team behaviors, collective cohesion, and integration mechanisms. This has become an increasingly important focus in various fields such as education, psychology, business, and technology. The main components of group dynamics are the effects of interactions within the group on individual and collective success, the characteristics of bonds between team members, leadership styles, communication methods, and the level of cooperation to achieve common goals. In this context, team cohesion and harmony processes are crucial for enabling group members to work together toward common goals and understand the evolving psychosocial interactions.

The topic of group cohesion has long been debated in exercise psychology research. Eys and Beauchamp's (2025) study discussed how interactions within a team, factors such as connectedness and social identity, contribute to group cohesion. Researchers indicate that group cohesion is an important avenue for understanding community movements not only in sports but also in various scientific fields. This method demonstrates the need to approach community processes from a perspective that encompasses various areas. Institutional practices, particularly mentoring and psychological support systems, influence teamwork and synchronization dynamics in sports teams.

According to Wolf et al. (2025) experimental research, athletes develop pre-competition excitement, expectations of overcoming challenges, and task-oriented and interpersonal integration. Social support and self-belief reinforce these benefits. Another noteworthy finding is that although group cohesion has no direct effect on anxiety levels, it significantly enhances positive emotional responses. These findings offer practical suggestions for coaches and mentors to improve team cohesion. It is recognized that team cohesion is decisive for a group's overall performance and ability to cope with challenges.

Sports-based learning models stand out among pedagogical approaches aimed at developing team solidarity and collective work mechanisms, also known as group dynamics, in educational settings. Research conducted by Hongke and Suaco (2025) in the Philippines showed that sports-based teaching strategies significantly increased team cohesion, mental engagement, and stress levels compared to standard lesson delivery methods. According to the findings of this study, sports-based activities based on cognitive load theory and social dependency theory develop students' trust in each other, cooperation, and active participation in class. The authors recommend that these methods be used by educators in the context of professional development and adapted to diverse learning environments. These data demonstrate that team cohesion and synchronization phases are crucial in both athletic groups and education. Group dynamics and team cohesion depend on leadership styles. An autonomy-supportive leadership style improves the task and social cohesion of sports club volunteers in Belgium (De Clerck et al., 2025). The research emphasized that the effect of leadership style may vary depending on the nature of the task and the context. These findings reveal that an atmosphere encouraging individuals to make their own decisions supports the components of the organization and strengthens community bonds. From this perspective, the results of management and leadership styles on intra-group interactions in other institutional structures, such as sports clubs, are a critical issue that must be considered. The effects of group functioning and interactions, particularly in military environments, on leadership function, team capacity, and outcomes are highly significant. According to Rosinha's (2025) research conducted at the Portuguese Military Academy, a group has the ability to predict success in leadership; however, the "viability" (sustainability) of the team affects leadership characteristics and problem-solving ability. The study indicates that performance increases over time with the development of team cohesion and existing capacity through communication and situational experiences. These findings are critical in team-building processes, particularly in military training environments, where team interactions and synchronization mechanisms are paramount. Changes stemming from current theoretical trends form the basis of team spirit and group interactions. In the two-dimensional framework developed by Eys and Beauchamp in 2025, the fundamental components of teamwork are alignment with work goals and social bonds between individuals. The relationships between these components and precursors such as cooperation, interdependence, and social self-perception are examined. These researchers state that existing studies should be reviewed based on this new conceptual framework and tested in various settings. This approach once again emphasizes the importance of addressing group dynamics from a multidisciplinary perspective.

Team-building activities based on applied learning principles can be used to enhance team cohesion and collaboration. Flores' (2025) study with intermediate-level soccer players demonstrated that a brief team-building intervention had a positive effect on players' team cohesion and interpersonal satisfaction. Most participants reported that relationships within the team and the sense of working together had strengthened, but there was a decrease in concrete performance measures. These results suggest that applied learning-based activities can improve team functioning, particularly in terms of relationship-based and psychosocial aspects.

Traditional children's games can address how intra-group interactions and team spirit develop during childhood and adolescence. Temel (manifestation year 2025), in a systematic review examining traditional children's games in Turkey, found that these games develop students' social skills, activity levels, and perspectives on ethical values. It was emphasized that applications targeting middle school student groups are particularly widespread. The study suggests that these traditional games should be included in curricula and that long-term research covering various regions should be conducted. These findings show that group movements are shaped by game applications from an early age. Digitalization trends and technology integration also offer new opportunities for intra-group interaction and team

cohesion processes. A comprehensive review by Cihan et al.(2025) on athletes involved in digital games found that digital games improve athletes' tactical and technical knowledge. However, negative consequences such as excessive dependence on digital tools, lack of physical activity, and decline in social skills have also emerged. The relevant academic study shows that digital experiences can be incorporated into sports careers more consciously, but great care must be taken to prevent undesirable outcomes. These results demonstrate the dual impact of digitalization on group structure.

In the organization of large-scale sporting events, environmental protection goals and transportation procedures are different factors that affect team spirit and groups. According to the analysis by Aydın and Erzenoğlu (2025), environmentally conscious transportation methods must be comprehensively designed to reduce the ecological impact of sports organizations, and the active participation of all relevant parties in this process must be ensured. Green transportation solutions, such as public transportation, bicycle lanes, and electric vehicle infrastructure, require teamwork and organizational coordination when implemented. These findings show that sustainability-focused internal team dynamics play an important role.

In the field of sports science, artificial intelligence and data-driven approaches have made significant progress in analyzing community movements. According to research by Sarıkabak and Vural (2025), artificial intelligence can be used in areas such as determining athlete proficiency, optimizing training programs, predicting the likelihood of injury, and developing team tactics. Additionally, biological data can be collected through sensors and devices, making it possible to monitor synchronization within the team and personal progress. This work encourages collaboration between sports psychology and current practices and discusses data protection and ethical issues. New opportunities have emerged for scientifically monitoring and optimally developing team cohesion and group interactions. The advancement of mental health counseling services in Turkish sports organizations strengthens unity among teams and intra-group interaction. According to a trend analysis by Büyükbasmacı (2025), psychological support opportunities were limited in the 2000s but became more widespread after 2010, especially for elite athletes. However, support mechanisms at the grassroots level are still lacking. The study indicates that sports psychology is becoming increasingly localized in professional clubs and highlights the need for such counseling services to have an institutional structure. These findings show that mental health counseling is becoming increasingly important in the stages of building team cohesion and harmony.

Techniques for coping with internal team challenges are an important component of group cohesion and interaction processes. Pété et al. (2025), in a study with team athletes in France, found that some stress management techniques were frequently shared among team members, while others were rarely shared. This research emphasizes that managing team conflicts should be approached as a collective action rather than an individual one. It is particularly relevant to task cohesion. This perspective demonstrates how intra-group interactions affect stress coping, collective mental health, and intra-group health. In team sports, this leads to a breakdown in team interactions and team cohesion. According to Buenemann et al. (2025) theory, a team's performance crisis is characterized by consistently low scores in consecutive matches, a sense of danger, and a loss of ability to cope with the current situation. This situation causes a decline in the team's functioning and affects its performance. The trends observed before the crisis, the event that triggered the crisis, and the stages of the crisis's progression are addressed in the aforementioned model. This model suggests that this situation differs from other definitions of performance deviation. This framework clearly demonstrates how important intra-group interactions and team collaboration are for outcomes.

The coordination within a group's functioning and the interactions affecting the outcomes can be said to be a fundamental cognitive structure of team mindset or team cognition. Eldadi and Tenenbaum's (2025) comprehensive review emphasizes that team cognition enables harmonious working in high-risk situations; in this case, communication patterns, emotional states, and social elements are evaluated together. While highlighting conceptual differences and gaps in knowledge, the study suggests structured communication processes and deliberate repetition practices to foster team cognition. These findings indicate the importance of the mental aspect of a group's harmonization and integration processes.

Thanks to modern technology, it is now possible to examine group processes through objective evaluation. The location-based measurement system developed by Elkin-Frankston et al. (2025) has the ability to analyze group flows using the GPS location information of military units. This is combined with mental processes involving decision-making mechanisms, the level of perception of the environment, and the ability to adapt. This tool has the ability to predict team success in both strategic and operational exercises. It also shows how team efficiency is affected by mental activities. Therefore, thanks to this innovation, it is possible to track group interactions with both multifaceted and concrete data. In ethnic-based traditional sports education, intra-group interactions and psychological foundations help learners develop their social cooperation tendencies and resilience. Huang and Long's (2025) study investigated how intra-group interactions can be reinforced through cultural belonging and community-focused psychosocial support mechanisms. In this context, the importance of gamification-based lesson plans and Augmented/Virtual Reality (AR/VR)- supported cultural experiences emerged. These findings demonstrate that group dynamics are crucial within educational settings and cultural frameworks. Collective self-efficacy is an important component in analyzing team functioning. In their work on the Collective Efficacy Scale, translated into Arabic by Hamaidi et al. (2025), it was emphasized that this scale is significantly related to team success and communication metrics. It can also distinguish between inexperienced and experienced athletes. This measurement tool facilitates the examination of team dynamics across different cultures and their transfer to daily practice.

CONCLUSION

In conclusion, this review demonstrates that psychosocial triggers, including interaction mechanisms, communication levels, leadership approaches, intra-group mobility, social self-perception, and collective identity, affect not only athletes' performance but also the mental well-being of teams in team sports. When evaluated in terms of team commitment, team cohesion, social harmony, and goal-oriented collaboration, it is closely related to motivation, coping strategies, pre-competition feelings, and determination to continue playing sports. The importance of the relationship between the coach and the athlete affects not only technical and tactical performance but also psychological assurance, ethical behavior, social support, and team atmosphere. There is evidence that social bonds in team sports form a complex and intricate system. This system is constantly being reshaped by personal factors such as the rise of digitalization, leadership approaches, the current cultural environment, task distribution within the team, athletes' age, gender, years spent in the sport, and family background. Interactions based on mutual trust, the tendency to support teammates, and the existence of organized social spaces are particularly important for the social and psychological development of young athletes, the transmission of ethical values, and the maintenance of their commitment to the sport.

However, while digital platforms and artificial intelligence offer new opportunities to enhance team cohesion and social connections, excessive reliance on digital tools also brings risks such as a decline in face-to-face interactions and data security concerns. Therefore, psychosocial methods adapted to team sports must comprehensively address not only the individual but also the team, the organization, the family, and the cultural environment to which the individual belongs.

RECOMMENDATIONS

- Coach training courses should include psychosocial topics such as communication skills, ethical leadership, psychological safety, and conflict resolution in a more comprehensive manner. The idea that coaches are not only technically knowledgeable but also "relationship managers" should be promoted.
- Sports clubs and affiliated organizations should not limit themselves to top-level athletes and should regularly provide psychological support and sports psychology services to young talents at the grassroots level. They should also develop special programs aimed at developing team spirit and intra-group interactions.
- Surveys assessing the sense of togetherness, shared belief in competence, psychological safety, and perceived social cohesion should be used regularly to monitor team dynamics. Data from

these surveys should be used to create feedback mechanisms for managers and technical staff and to plan interventions.

- The training of young athletes should be organized around moral principles, a tendency to help others (prosocial behavior), empathy and cooperation, fair competition, and the ability to empathize with others, rather than focusing solely on whether the sport is successful. This structure should be reinforced through social games, team-building activities, and peer support groups.
- While digitalization should facilitate team communication and training, it is important to maintain a balance between screen time, physical activity levels, and the frequency of face-to-face meetings. This is necessary to develop cautious approaches against the potential dangers of habit formation and exclusion.

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