

Analyzing The Effects Of Coaching Behavior On Sports Competition Anxiety Of National Level Field Hockey Players; Mediating Role Of Parental Involvement

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Abstract: *The present study aimed to analyze the effects of coaching behavior on sports competition anxiety and exploring the mediating role of parental involvement in sports. The research study was descriptive and Cross-Sectional in nature. The study was conducted in Pakistan. All the national level male field hockey players of various registered clubs with Pakistan Hockey Federation (PHF) of targeted cities (Gogra, Bannu, Lahore, Karachi, Islamabad, Quetta, Skardu, Bhakkar, D.I. Khan and Rawlakot) formed the population of the study. According to the data taken from PHF the total number of population was 685. Sample size was 280 national level field¹ hockey players 40% of the population using Raosoft's online calculator was taken. The researcher selected a representative sample size using simple random sampling technique. The researcher used structured questionnaires adopted from earlier studies from related literature. General Demographic Questionnaire, CBS-S, SCAT and PISQ were used. The collected data was analyzed through MS Excel and SPSS version-26. The results of the current study showed that, coaching behavior has positive effect on sports competition anxiety of players. There is a strong positive relationship between coaching behavior and sports competitive anxiety. Parental involvement has a complete mediation effect in correlating coaching behavior and psychological performance.*

Keywords: *Coaching Behavior, Sports Competition Anxiety, Parental Involvement.*

Introduction: The key component of the coaching strategy is the evaluation of players thorough performance and achievement. According to prior research, coaching has a key impact on the achievement and skill level of players. Coaches enhance performance and improve skill level through greater planning and techniques. A key aspect of a good coach-player relationship is the coach ability to connect with each player as an individual with their own training style and care in meeting player needs (Khaskheli et al., 2019). Parental involvement has been linked to a variety of sports participation aspects, such as children satisfaction and passion, self-determination, and self-perceptions of sport skill. Parental pressure, on the other hand, has been linked to poor effects in sports performance such as feelings of hazards dissatisfaction, anxiety, and negative impact. In fact, players who felt more

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parental pressure had a good link with motivate but a negative association with enjoyment (Bonavolontà, et al., 2021). The relationship between coaching behavior and the sports competition anxiety of national level field hockey players was examined in this research.

Objectives:

1. To analyze the effects of coaching behavior on sports competition anxiety of national level field hockey players.
2. To examine relationship between coaching behavior and sports competition anxiety of national level field hockey players.
3. To explore the mediating role of parental involvement in linking coaching behavior and sports competition anxiety of national level field hockey players.

Hypotheses:

H_{0.1}. There will be no positive relationship between coaching behavior and sports competition anxiety of national level field hockey players. (**Correlation Analysis**)

H_{0.2}. There will be no positive effect of coaching behavior on sports competition anxiety of national level field hockey players. (**Regression Analysis**)

H_{0.3}. There will be no positive role of parental involvement in linking coaching behavior and sports competition anxiety of national level field hockey players. (**Mediating Analysis**)

Literature Review: Coaches must be familiar with the essential information and skills associated with athletic activities. Furthermore, past research has shown that coaching has a significant impact on participants' accomplishment and skill level (Ullah, et al., 2020). Many of these young athletes described the coaches' most unfavorable attributes as spotlighting attitude towards players, disrespectful answers to players, and being selected favorites (Strand, 2021). According to Holtzclaw, (2019) Positive experiences, increased coach awareness of behavior, future planning, effort-focused coaching, enhancing the athlete-coach relationship, positive reinforcement, athletes' openness with the coach, and coach-centeredness were the eight themes that emerged from the coaches and athletes. Coach is a source of inspiration for athletes, improving their working capacities, psychological motivation, and skill efficiency. Athletes must believe and act on the information provided/directed by the coach. Positive communication fosters positive relationships and coordination among the participants, increasing their chances of success. (L, Gale, 2017). Sport is a significant sphere of success in which failure and worry are constant. Fear of failing construct had a direct and beneficial impact on sport anxiety. Also, and in line with prior research, a link between fear of failure and anxiety was discovered, showing that athletes with higher levels of fear of failure had higher levels of anxiety (Analise Psicologica, 2018). According to the Marwat, et al., (2021) study, competition anxiety is responsible for a 38% shift in sports performance. Furthermore, the link is somewhat negative, indicating that an increase in competition anxiety reduces athletes' sports performance. Parental support is undoubtedly crucial for a child's general and long-term athletic development, both for their continued participation in swimming and for their success in accomplishing sporting goals (Katarina, 2023).

Methodology: The current study was quantitative and descriptive cross-sectional in nature with survey approach. All the national level male field hockey players of various registered clubs with Pakistan Hockey Federation (PHF) of targeted cities (Gojra, Banu, Lahore, Karachi, Islamabad, Quetta, Skardu, Bhakkar, D.I. Khan and Rawlakot) were the population of the study. According to the data taken from Pakistan Hockey Federation (PHF) the population of

the study was 685. Researcher selected 280 sample size 40% of the all population through simple random sampling technique and using Raosoft's online calculator. The researcher used structured questionnaires adopted from earlier studies such as CBS-S, SCAT and PISQ. In the first part the researcher used descriptive statistics (Frequency, Percentage, Mean and Standard Deviation) in tables and graphs. The researcher used inferential statistics in the second section for testing study hypotheses (Correlation, Regression and Mediating Analysis). The acquired data was analyzed through MS Excel and SPSS version 23.

Results:

Table 1. Numbers of Participants in study from targeted cities		
City	Frequency	Percentage
Gojra	50	17.9
Bannu	35	12.5
Lahore	45	16.1
Karachi	40	14.3
Islamabad	40	14.3
Quetta	20	7.1
Skardu	10	3.6
Bhakkar	15	5.4
D.I.Khan	15	5.4
Rawlakot	10	3.6
Total	280	100.0

Above table showed that, the total number of participants from 10 targeted cities of Pakistan.

Table 2: Descriptive Statistics and Analyses (Coaching Behavior)			
Coaching Behavior Scale for Sports			
Domains	Players		
	N	Mean	S.D±
Physical training and conditioning	280	5.065	1.502
Technical skill	280	4.621	1.132
Mental preparation	280	5.859	2.03
Goal setting	280	4.852	1.373
Competition strategies	280	5.139	1.538
My Head coach	280	3.864	1.040

The Table No: 2, shows the Mean and \pm SD of CBS-s.

Table 3: Descriptive Statistics and Analyses (SCAT)			
Sports Competition Anxiety Test			
Domains	Players		
	N	Mean	S.D±
Anxiety	280	1.851	0.102
Internal response	280	1.621	0.152

The Table No: 3 shows the Mean and \pm SD of anxiety and internal response elaborated in table.

Table 4: Descriptive Statistics and Analyses (PISQ)			
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Parental Involvement in Sports Questionnaire			
Domains	Players		
	N	Mean	S.D±
Directive behavior	280	3.572	0.924
Praise and understanding	280	3.210	1.267
Active involvement	280	3.891	1.132
Pressure	280	3.252	1.711

The Table No: 4, shows the Mean and ±SD of Parental involvement in sports.

Table 5: Inferential Statistics (Relationship between Coaching Behavior and Sports Competition Anxiety)

		Coaching Behavior	Sports Competition Anxiety
Coaching Behavior	Pearson Correlation		0.739**
	Sig. (2-tailed)		0.000
	N		280
Sports Competition Anxiety	Pearson Correlation	0.739**	
	Sig. (2-tailed)	0.000	
	N	280	

** . Correlation is significant at the 0.01 level (2-tailed).

The Table No: 5, shows that high positive significant correlation between the independent variable and the dependent variable.

Table 6: Inferential Statistics linear regression analyses (coaching behavior effects on sports competition anxiety)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.739 ^a	.546	.543	.52861

a. Predictors: (Constant), Coaching Behavior

The Table No:6, shows the regression analysis that, R2 value is 0.546 that means independent variable coaching behavior causes 54.6% change in the dependent variable sports competition anxiety.

Table 7. Regression Analysis (ANOVA ^a)						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	149.471	2	159.732	58.458	.000 ^b
	Residual	137.124	567	.219		
	Total	286.595	569			

a. Dependent Variable: Sports Competition Anxiety

b. Predictors: (Constant), Coaching Behavior

The Table No: 7, shows the significant relationship between independent variable and dependent variable.

Table 8. Regression Analysis (Coefficients ^a)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.686	.192		5.156	.000
Coaching Behavior	.840	.036	.764	26.839	.000

a. Dependent Variable: Sports Competition Anxiety

The Table No: 8, the Beta value shows that if one level increases in independent variable then 0.76 level increase in dependent variable. Furthermore, the beta value is positive, which indicates that, coaching behavior has positive effect on sports competition anxiety.

Table 9: Inferential Statistics (PROCESS model type 4 Mediating analysis)

Paths	Effect	SE	T-value	P-Value	LLCI-ULCI
a: Effect of X-M	0.542	0.015	7.462	0.001	0.962-2.133
b: Effect of M-Y	0.419	0.191	5.948	0.000	0.228-0.691
c': Direct effect of X-Y	0.164	0.060	1.820	0.062	-0.049-0.342
Paths	Effect size	Boot SE	Significant		LLCI-ULCI
ab: Indirect effect of X-Y	0.227	0.073	Sig		0.237-0.429
Paths	Effect size	SE	T-value	P-value	LLCI-ULCI
c=ab+c': Total effect of X-Y	0.391	0.176	8.179	0.000	0.282-0.863

Note: X-coaching behavior, Y-sports competition anxiety, M-parental involvement in sports. LLCI-lower limit of confidence interval, ULCI-upper limit of confidence interval, SE-standard error. Boot SE-bootstrapped standard error. Level of significance: *p<0.05, **p<0.01 and ***p<0.001.

The Table No: 9, shows that coaching has a favorable and significant effect on parental involvement in sports. Parental involvement in sports significantly improves sports competition anxiety. However, the direct effect of coaching behavior on sports competition anxiety is not significant. The mediation study indicates that coach behavior has a valuable indirect effect on sports competition anxiety.

Discussion:

Athletes must believe and act on the information provided/directed by the coach. Positive communication fosters positive relationships and coordination among the participants, increasing their chances of success. (L, Gale, 2017). Current study results showed that, Coach helps to enhance training and playing capacities of the players. The results of the study in hand

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are matching and at par with the findings of the study referred above. Researcher found that, players had not experienced low self-esteem, such as nervousness before and during competition. The literature did not support the present results, where, the results of the previous research mentioned below carries out by (Analise Psicologica, 2018), are not at par with the results of the study in hand. Sport is a significant sphere of success in which failure and worry are constant. Fear of failing construct had a direct and beneficial impact on sport anxiety. Also, and in line with earlier study, a link between fear of failure and anxiety was discovered, showing that athletes with higher levels of fear of failure had higher levels of anxiety. These findings emphasize the significance of failure fear in sports situations, particularly as a possible indicator of sport anxiety in athletes. Marwat, et al., (2021) competition anxiety is responsible for a 38% shift in sports performance. The results of the current study showed that, coaching behavior has positive effect on sports competition anxiety of players. There is a strong positive relationship between coaching behavior and sports competitive anxiety. The results of the study in hand did not match and not at par with the results of the study referred above relating to coaching behavior. Parental support is undoubtedly crucial for a child's general and long-term athletic development, both for their continued participation in swimming and for their success in accomplishing sporting goals (Katarina, 2023). The researcher study results show that, parents take an active role to facilitate their children during training and discuss children progress with coach. The results of the study in hand are matching and in line with the results of the above referred study.

Conclusion: The results of the current study showed that, coaching behavior has positive effects on sports competition anxiety of players. There is a strong positive relationship between coaching behavior and sports competitive anxiety. Parental involvement has a complete mediation effect in correlating coaching behavior and psychological performance.

Recommendations:

1. Coaches are required to keep their expertise up to date by maintaining certification and participating in frequent training sessions that will help them to develop.
2. Coaches are role models for players, and they always demonstrate respect in their interactions with them. Coaches required to master the skill of active listening. Allow players to explore their thoughts and rationalize the problem they are attempting to resolve.
3. Coaches needed to develop goals for players that focus on increasing performance. Goals be chosen challenging in nature but feasible, as well as clearly defined.
4. Coaches are requested to allow and encourage positive criticism as well as up to date input. It will help the athletes improve and will be involved in feedback on regular basis.

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