
DOES COACHING EFFECTIVENESS AND COACH-ATHLETE RELATIONSHIP MODERATE THE ANXIETY AMONG ATHLETES?

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Abstract

In sport, anxiety is one of the psychological factors that prevent the athlete's optimal performance. The athlete's anxiety filled with negative emotion or failure in completing a task, achieving goals, and facing obstacles. Literature has stated that, poor coaching behaviors affecting athlete's anxiety by emotional problems experienced in the sport. However, the existing literature on the influence of coaching effectiveness and the coach-athlete relationship does not investigate specifically on anxiety. Therefore, this study was performed to analyses the literature regarding the influence of coaching effectiveness and coach-athlete relationship on anxiety among athletes. The systematic review literature has been conducted. In the time frame of 10 years, fifteen studies in form of articles and journals meet the selection criteria were analyzed. The analyses revealed that athletes are less anxious when trained by supportive coach behavior. Coaching effectiveness showed that coaches positively affect the learning and performance of the athletes. Having a good relationship with the coach gives the best chances for success in performance. The quality of the relationship between coach and athlete is found to influence the physical and psychological well-being, motivation, and confidence of the athlete. Besides, the performance of the athletes is based on how effective their coaches to influence the athletes and how they work together. Thus, do coaches stand out as the fundamental figure in issues of athlete's anxiety, and should coaching effectiveness and coach-athlete relationship be able outstanding in examining the anxiety among athletes?

Keywords: Coaching Effectiveness, Coach-Athlete Relationship, Anxiety

INTRODUCTION

Participation in sport give numerous positive benefit and development such as physical, psychological, emotional and social development. According to sport psychology, the most interesting areas that attract many researchers are anxiety in athletes. When athletes participated at competitive level of sport, anxiety is one of the most important psychological factors that influencing sport performance (Raglin & Hanin, 2000). Different types of sport may experience anxiety either before, during or after the competition. Anxiety is one of the psychological factors that prevent the athlete's optimal performance. Anxiety in athletes are filled with negative emotion such as failure in completing a task, achieving goals, and facing obstacles. Anxiety defined as someone with negative emotions or feeling of failure in completing task under pressure (Akbar, Honarmand, & Feinstein, 2011). Sport anxiety typically defined as situation of the athletes that required to perform under pressure. Based on physiological responses, athlete with anxiety shows sign of sweating, increase heart rate, shakiness, shortness of breath and butterflies in stomach (Martens, Vealey & Burton, 1990). While based on psychological effects, athlete cannot concentrate, stress and under pressure when completing task (Cheng, Hardy & Markland, 2009). When this situation occurs, athletes are unable to achieve their aim and goals. Anxiety can be increase or decrease due to specific situation and these factor can give negative effect on their performance. Previous study has stated that higher anxiety during competition are harmful and effect athlete

performance, thus lead to burnout and poor performance (Khan, Khan, Khan & Khan, 2017). Competitive anxiety occurs in competitive situation in sport. One of the major causes of competitive anxiety are social factors (Mottaghi, Atarodi & Rohani, 2013). Higher expectations of parent, coaches and teammates also can generate pressure then lead to anxiety. Therefore, the athletes need more faith from the coach to perform in competition. According to Kenow and Williams (1999), have stated that an individual's perception of another's behaviors are more important than the behavior itself in determining one's feeling or action towards other person. Literature has stated that, poor coaching behaviors affecting athlete's anxiety by emotional problems experienced in the sport (Baker, Côté & Hawes, 2000).

Coaches are considering as the most important person in determining the quality and success of athlete's sport experiences. Coach stands out as central figure as they are responsible for developing athlete's mental, physical, technical and tactical abilities. Coaches who are able to identify, understand and regulate their own and other emotion may be very effective. This is because performance of the coach influences the ability of the athlete to form relationships, protect well-being and influence athletes' performance (Hill & Davis, 2014). Study about coaching effectiveness is very important as coach itself are capable in influence the athletes' performance. The study of Boardley, Kavussanu and Ring (2008), they had used the original dimension of coaching efficacy model to access athletes' perception towards coach effectiveness. The instrument they used was Coaching Efficacy Scale (CES) that asks the athletes to evaluate the coach' effectiveness. Previous research had mention that coaching effectiveness were defined as coach positively affect the learning and performance of the athletes by implement their skill and knowledge (Kavussanu, Boardley, Jutkiewicz, Vincent, & Ring, 2008). Coaching effectiveness consists of four dimension which of motivating athletes, strategy use, coaching technique and character building skills (Feltz, Chase, Moritz & Sullivan, 1999). Motivation refers to athlete rates their coach's ability in the development of psychology skills and motivation states in athletes. Game strategy refers to athlete rates the ability of the coach in creating a great strategy in coaching and lead the athlete to a successful team and performance when participated in competition. Coaching technique refers as athlete rates the ability of the coach in giving instruction, diagnose ability, style and skills used in handle the athletes. Character building skill refers to athlete rates the ability of the coach in influencing athletes' personal development and positive behaviors towards sport. Thus, effective coaches influence the differences aspect of athletes' experienced (Kassim & Boardley, 2018). Therefore, coaching effectiveness is one of the fundamental figure in affecting athlete' anxiety. The dimensions that been acknowledged in coaching effectiveness seem to be somewhat that relevant to moderate anxiety in athletes.

On the other hand, interaction in sport is socially built between coach and athlete. The way of the athletes interacts with the coaches in decision making process depend on the behaviors of the coaches. It seemed to have a relation between coaching effectiveness and coach-athlete relationship in sport performance. Athletes perceived their coach effectiveness and attribute coach abilities may affect their mutual interaction. According to Jowett, (2005), coach-athlete relationship important as it providing sources of happiness and welfare. Coaches are the most influencer of the athletes in the aspects like perception of stress, performance of the athlete and perception of coach-athlete environment. Sometime, coach-athlete relationship could be one of the social factors that causes anxiety. Thus, the positive relationship need to implement between coaches and athletes as the network interaction between them are very important for both physical and psychological development of athletes in sport (Jowett & Cockerill, 2003). stated that coach-athlete relationship. According to Jowett and Ntoumanis (2004), there are three dimension of coach-athlete relationship which are closeness, commitment and complementarity. Closeness refers to the emotional state between coach and athlete felt in building their relationship in term of caring, liking and respecting. Commitment is an interpersonal thought between coach and athlete to maintain athletic relationship. Complementarity refers to the type of communication between coach and athlete involving cooperate and responsive as motivation in developing athletic relationship. Therefore, Rhind, Jowett and Yang (2012) stated that athletes reported to perceive their coaches as closer, commitment and complementarity.

A good interaction of coach-athlete relationship is important for athlete's growth to be more ethical and moral person. They not only concentrate on developing a great athlete but also a good attitude of them. In addition, a good coach will observe the athlete's performance during competition

and training (Gorden, 2009). They will draft the information that need to comment based in both positive and negative performance. Thus, an effective coaches have the ability to implement and create optimal condition for training and competition. However, the existing literature on the influence of coaching effectiveness and the coach-athlete relationship does not investigate specifically pertaining on anxiety and the results are still inconclusive. Therefore, the aim of this study was to analyze the literature regarding the influence of coaching effectiveness and coach-athlete relationship on anxiety among athletes.

METHODS

An exhaustive search of the existing studies on anxiety and the role of coaching effectiveness and coach-athlete relationship has been performed. There were five steps for conducting this systematic review. Firstly, the process in this study was to find and gather the literature. Even there is less predicted of literature on this particular subject, the timeframe for publication was set from year 2010 to 2020. Using combinations of the following keywords: 'anxiety', 'coaching effectiveness' and 'coach-athlete relationship' the databases were inventoried by PsyArticles, SPORTDiscus, PsyINFO, Scopus, Google Scholar and SocINDEX. Results were concluded and published in the English language. The search includes searching the reference lists of the studies which met the inclusion criteria. Then, second process are to classified articles that only contains information directly pertaining the topic. The third process is to identify the category. Each articles were reviewed many time for classification. Classification was based on the aims and the variables investigated. The fourth process and final steps was to identify the most important finding in the literature. The collective findings were analyzed and conclude into the importance finding from each category.

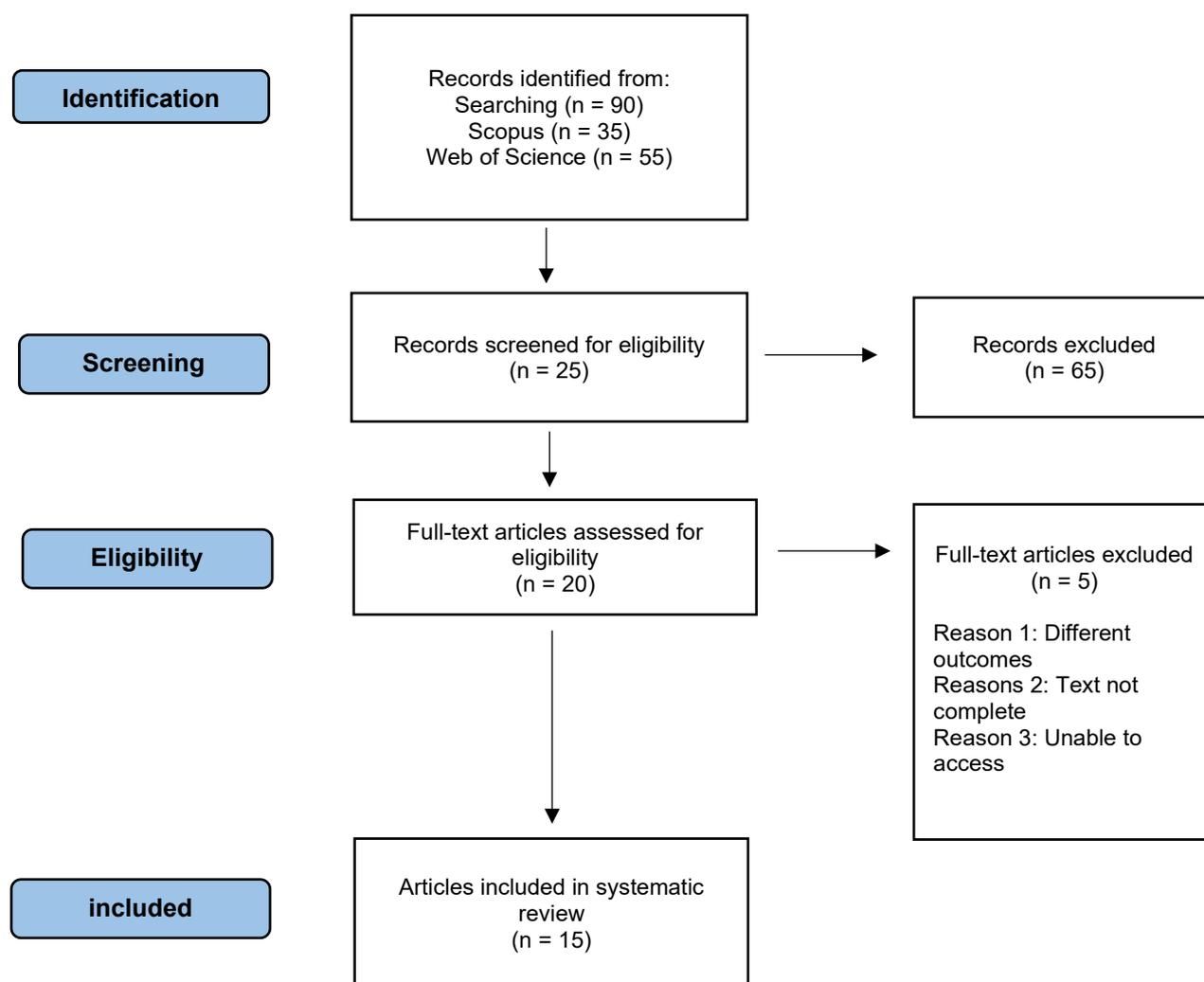


Figure 1: PRISMA flow diagram of the study selection process.

DISCUSSION

The results are presented that describe the revealed literatures regarding the influence of coaching effectiveness and coach-athlete relationship on anxiety. The aim of the study is to analyzed the literature regarding the influence of coaching effectiveness and coach-athlete relationship on anxiety among athletes. Competitive sport experienced may produce both negative and positive performance experiences for athletes. Besides, the performance of the athletes is based on how effective they work together. Therefore, do coach stands out as the fundamental figure in issues of athlete's anxiety and should coaching effectiveness and coach-athlete relationship can be able to moderate anxiety.

Coaching effectiveness defined as athlete' perception of coaches in the ability to enhance skills, learning and athlete's performance (Kassim & Boardley, 2018). According to Kassim, Abdullah, Japilus and Yusri (2019) have stated that coach can enhance athlete's performance, skill, character and confidence of the athletes by implement their feedback, training strategy and roles of coaches in training and competition. Some researchers found to identified the specific level outcome that result from effective coaching. According to Boardley, Jackson and Simmons (2015) proposed that there was a positive links between golfers' perception of their coach's motivation effectiveness as the players were confidence in their coach's ability to influence the psychological skill. In addition, coach motivation effectiveness was found positively predict athlete connection as the strength of coach-athlete

relationship. There is an evidence stated that athlete tend to create a greater connection with their coach when they perceived their coach effectiveness in developing psychological skills and well-being (Kassim & Boardley, 2018). Motivation effectiveness also found to relate with coaching behaviors that can develop athletes' confidence. Thus, motivation effectiveness tends to create positive coaching environment that lead to increase performance of athletes.

Gilbert and Côté (2013) proposed that coaches' knowledge and athlete's outcome was the important aspect in the evaluation of coaching effectiveness. An effective coaching developed through the quality of the connection between coaches and athletes. The connection of the athlete and coach allow them developed trust and commit to perform well in sport. Thus, coaching effectiveness are the important mechanism in the long term sport performance development. Therefore, anxiety and burnout of the athlete can be avoided.

High performance of athletes with greater enjoyment in sport produced when the competence formed (Crane & Temple, 2015). Previous research has shown that coaches who provide technique effectiveness produce athletes with higher level of competence (Falcão, Bloom & Gilbert t, 2012). This notion was supported by Bennie and O'Connor (2012) that reported higher quality of coach-athlete relationship formed when coaches and athletes have strong connection. Athletes that spent time greater with their coaches tend to bring higher commitment between them. Thus, this bring higher performance of the athletes as the coaches aware of their influences on athlete's performance. According to Jowett (2017), coach-athlete relationship is the heart of coaching. Coaching are connected the two people which coach and athlete. They need one another to achieve the performance in sport. In addition, the relationship between coach and athlete are one of the sources of motivates and support to enhance sport performance (Adie & Jowett, 2010).

The dimension of coach-athlete relationship proved to build and maintain an effective coach-athlete relationship (Jowett, 2017). In order to develop an effective relationship, behavior of the coach was important to enhance the commitment and closeness between coach and athlete. Besides, component of closeness and complementarity are the most needed of the athletes. This is because most of the best communication that coach can give to the athletes are appraised them. Athletes can increase their performance and feeling acknowledge when the coaches appreciate and give them reward. Therefore, there is an evidence stated that coaches positively affect athletes' performance, behavior and psychological and emotional well-being (Kassim et al., 2019). Previous studies of Isoard-Gauthier, Trouilloud, Gustafsson and Guillet-Descas (2016) have stated that the quality of the relationship between coach and athlete with perception of athletes for coach are found to influence physical and psychological well-being, motivation and also performance of the athletes. Besides, Magrum and McCullick (2019) were found that closeness between coach and athletes plays an important role in producing confident of athlete. They stated that successful of coach-athlete relationship was based on the trust, respect and support between coach and athlete. Also, de Haan and Norman (2020) provided evidence that a positive coach-athlete relationship can greatly improve mood of the athletes, provides sense of support, improve well-being and reduce anxiety. This notion was supported by Nicholls and Perry (2016) that stated positive coach-athlete relationship related to enhance performance in athletes. Thus, athlete are more encourages and committed about learning and improving skills and able to create a positive environment that leads for a better result.

CONCLUSIONS

In conclusion, the present study has found that coaching effectiveness and coach-athlete relationship influence the anxiety in athletes. Coaching effectiveness and coach-athlete relationship with anxiety are related to each other. Coaching effectiveness and coach-athlete relationship are an important factor that affects the anxiety in athletes. Coaches are more effective in influencing the athlete's psychological and physiological development and well-being. Coach needs to support, encourage and rewards athlete in competition. Previous study has stated athletes that plays in positive environment shows increasing in level of enjoyment, motivation and well-being (Balaguer, Gonzalez, Fabra, Castillo, Merce & Duda, 2012). Therefore, anxiety can be reduced when there is a positive

coaching effectiveness and coach-athlete relationship between coach and athlete (Williams, Czech & Biber, 2017). Finally, as well as making an initial contribution to this study area, we also suggest a possible future research recommendation. Future recommendation should work at inferential of coach's role, knowledge of coaching and coach's personality in order to achieve performance and reduce anxiety in athletes.

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