

## The Influence of Coaching Leadership Style, Coach-Athlete Relationship, and Parental Support on Anxiety

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**ABSTRACT:** his study aims (1) to determine the relationship between the coach's leadership type partially with anxiety in Karate athletes in Sleman Regency Dojo. (2) To determine the coach-athlete relationship partially with anxiety in Karate athletes at the Sleman Regency Dojo. (3) To determine the relationship between parental support partially with anxiety in Karate athletes at Sleman Regency Dojo. (4) To determine the relationship between coach leadership type, coach-athlete relationship, and parental support simultaneously with anxiety in Karate athletes at Sleman Regency Dojo.

This research is quantitative descriptive research with correlation. The population in the study were athletes in the Sleman Regency Karate Dojo. The sampling technique using random sampling amounted to 74 athletes. The instrument used a questionnaire. Data analysis using multiple regression tests.

The results showed that (1) There is a significant relationship between the coach's leadership type and anxiety in Karate athletes in Sleman Regency Dojo, with sig. <0.05, with a contribution of 5.83%. (2) There is a significant relationship of coach-athlete relationship to anxiety in Karate athletes in Sleman Regency Dojo, with sig. <0.05, with a contribution of 42.94%. (3) There is a significant relationship of parental support on anxiety in Karate athletes in Sleman Regency Dojo, with sig. <0.05, with a contribution of 35.83%. (4) There is a significant relationship of coach leadership type, coach-athlete relationship, parental support to anxiety in Karate athletes in Sleman Regency Dojo, with sig. <0.05, with a contribution of 83.60%.

**KEYWORDS-** coach leadership type, coach-athlete relationship, parental support, anxiety

### INTRODUCTION

Sports are a series of structured and repetitive activities carried out to improve physical fitness. There are many benefits to sports, including improving physical fitness, which is useful for maintaining and improving a person's health. Sports can develop positive attitudes and knowledge related to life lessons. Another benefit is that sports are a place for physical development and growth, especially during a child's growth and development (Winarno, 2018). On the other hand, exercise can play a role in improving promotional functions (health promotion) and can prevent psychological tension in individuals (Yuningsih, et al., 2024).

One sport that is quite popular in Indonesia is karate. Karate is a martial art that uses empty-handed self-defense techniques to develop character through training, so that karate practitioners not only learn physical strength, but also mental, spiritual, and personal strength (Meyer & Bittman, 2018). Karate itself consists of two Kanji characters, the first is "kara" which means "empty hand" and the second is "te" which means 'hand', which together mean "empty hand" (Zhu, et al., 2020). Factors that influence athletic performance, including karate, require the support and contribution of various parties, such as government support in developing strategies, training facilities, increasing competition opportunities, improving resources, and maximizing the use of sports science support.

One aspect of coaching and developing athletic performance that cannot be ignored is the psychological factor. This is also true in karate, which not only requires high physical demands but also requires proper attention to mental health. Many athletes and coaches still prioritize physical fitness and skills, while neglecting or paying less attention to matters related to mental health. It is understood that an athlete needs to be in a good mental state in order to achieve the desired results. A good and healthy mental state will influence an athlete's performance in achieving results. Not only performance during competition, but an athlete's psychological or mental state needs to be taken into account starting from training activities. The mental state observed during training will influence future performance (Budianto & Jannah, 2020).

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An athlete must have a good mentality in order to excel in their field. Sometimes, an athlete's mentality is the determining factor in whether or not they can achieve success. In a competition, if the technique is sufficient, then the mental aspect will play a greater role during the competition. Sports competitions can be divided into two types: team sports and individual sports. Team sports are typically played by two or more people, while individual sports are sports that are played by only one person. Competition anxiety is higher among athletes in individual sports compared to team sports (Pluhar, et al., 2019; Prastiwa & Nuqul, 2018; Correia & Rosado, 2019). Critical situations during competition on the field will be felt more acutely by athletes in individual contact sports such as martial arts. Critical situations such as anxiety will be felt more acutely by athletes in individual contact sports, in this case around 60% or what can be considered a moderate level (Budianto & Jannah, 2020).

Anxiety refers to frustration with self-esteem and self-confidence or increased feelings of failure and guilt due to the threat of failure to achieve goals or overcome obstacles. Anxiety is often considered a negative emotion that affects individual performance, and a state of anxiety is a temporary emotional state consisting of feelings of worry, nervousness, and residual physiological symptoms, such as increased heart rate or breathing. However, not everything is the same in sports, and sometimes the right amount of competitive anxiety can improve an athlete's performance. Anxiety is a mixed feeling of fear and concern about the future without any specific cause for that fear (Yang, et al., 2020).

In relation to the physical condition of anxious people, in general, anxiety responses can be seen through psychological and physiological responses. Psychological responses to anxiety can be demonstrated through feelings of tension, restlessness, irritability, and discomfort, while physiological responses include cold sweats, increased blood pressure, and heart palpitations (Guthrie, et al., 2023). The anxiety problems experienced by this athlete are experienced by most athletes in every sport. Many things can be sources of competition anxiety for an athlete. Several studies have been conducted to identify the sources of competition anxiety in athletes. Sources of competition anxiety in athletes include issues of readiness and performance, interpersonal relationships between athletes and coaches and teammates, coaching leadership, financial and time constraints, selection procedures, and lack of social support (Lopes Dos Santos, et al., 2020).

Based on the above sources of anxiety, coaching leadership is one source of anxiety. Coaches not only train athletes physically, technically, tactically, and strategically, but also need to have a coaching style in the training process. The attitude and leadership style of coaches in communicating with athletes can build the image of the team they coach. Coaches serve as facilitators for athletes to reach their peak performance. As stated by Juriana, et al. (2018), coaches are role models, teachers, mentors, educators, leaders, and even models for their athletes. The functions and roles of a coach in the world of sports are closely related to the achievements of athletes.

A coach is someone who must know all the basic requirements for creating conditions in which athletes have the opportunity to achieve success. The relationship between a coach and the athletes they train must be one that reflects a shared vision in realizing their goals (Hattu, 2023). A coach is required to be able to carry out their profession not only by relying on their experience as a former athlete, but also by equipping themselves with a set of important supporting competencies. These include the ability to transfer their sports knowledge to athletes comprehensively in terms of technique, tactics, and mentality. The ability to organize the mental dynamics of athletes is very important for coaches to master.

A coach plays a very important role in the achievements of the athletes they train. The main function of a coach is to communicate, educate, nurture, and socialize athletes, developing the abilities of all their students so that they can perform their functions in the field of sports well. The presence of a coach will be felt as something positive. It is often said that the relationship between coach and athlete is the heart of effective management. The burden to be borne will feel lighter if a coach is present as a source of inspiration and strength in a competition. Conversely, if an athlete does not receive support in their decisions, their abilities are likely to decline, which will affect their performance in competition (MacLellan, et al., 2018).

As a central figure in mental development, coaches provide guidance, training, and activities tailored to the athletes' conditions. Every program developed by coaches is expected to bring about positive changes in the athletes' character, attitude, and mindset. Coaches need to be aware of leadership aspects in order to guide athletes to achieve their goals. A coach's leadership is a behavioral process that influences athletes to perform optimally. A coach is responsible for training and instructing athletes in their efforts to help them reach their maximum physical potential (Atrizka & Pratama, 2022).

Jowett (2017) explains that coaching leadership behavior is a form of leadership behavior displayed by coaches that consistently appears on and off the field. In sports, leadership research focuses on the coach-athlete relationship. Effective leadership in coaching occurs when athletes perform according to the coach's intentions while finding their own needs satisfied. Effective coaches care about maintaining good relationships with athletes and winning specific sports competitions. Successful coaching leadership changes athletes' behavior as a function of the coach's efforts and makes others behave as the coach desires.

Another factor that can influence the mental development of athletes is the relationship between athletes and coaches. This is based on the idea that coaches must establish positive communication with athletes in carrying out their duties. The coach-athlete

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relationship in the training process contributes positively to the successful development of athletes' potential; conversely, if ignored, it will hinder the success of that development. The coach-athlete relationship is "a situation in which the cognition, feelings, and behavior of the coach and athlete are interrelated and causally linked" (Wekesser, et al., 2021).

The importance and motivation for studying coach-athlete interpersonal dynamics lies in its practical application, providing opportunities for coaches to become more effective when managing their interpersonal exchanges. Coach-athlete relationships are built over time, with prolonged involvement benefiting positive relationships (Sandström, et al., 2018). Success in coach-athlete relationships can be achieved when they work together to achieve a single goal, namely a "shared goal," which the athletes in this study greatly valued in the process of setting shared goals (Carson, et al., 2022).

The coach-athlete relationship is an intensive communication between athletes and coaches. The effectiveness of a coach in conducting technical, tactical, and strategic preparations, as well as organizing, evaluating, and directing athletes, will depend on the relationship built between coaches and athletes (Gullu, et al., 2020). Weinberg & Hausfeld (2021) explain that forming a comfortable and trusting relationship between coaches and athletes is a difficult task. This is because the attitudes, feelings, and motivations involved are difficult to control.

The coach-athlete relationship is a situation in which coaches and athletes develop interrelated feelings, thoughts, and behaviors. There are three dimensions to the coach-athlete relationship: emotional closeness, commitment, and complementary behavior. The first dimension is emotional closeness, which describes the affective bond between athletes and coaches, such as mutual respect, trust, and appreciation for one another. The second is commitment, which describes a cognitive and long-term orientation toward each other. Finally, complementary behavior describes behavioral transactions between coaches and athletes, such as cooperative and contributory behavior (Jowett, 2017).

In addition to coaching leadership and coach-athlete relationships, support from others also influences athletes' anxiety. Support from others is essential in the journey of human life. This support can come from many sources, such as family, friends, or group members. Parental support can help individuals develop their abilities and potential, enabling them to live independently, be knowledgeable, healthy, creative, and responsible for themselves and their families. Parental support also stimulates self-development and creativity (Da'I, et al., 2023).

Parents play a very important role in the success of athletes. The role of parents in helping the growth and development of teenage athletes is essential so that teenage athletes do not experience psychological pressure in the form of stress. Research indicates that positive parental support is associated with children's enjoyment and enthusiasm for participating in sports activities. Parental support in the form of time, money, and emotional support when children are involved in sports activities aims to assist children during training or tournaments (McIlmoyle, et al., 2024; Harwood, et al., 2019). A positive relationship between children and parents is expected to help the growth and development of young athletes in their training process and prevent stress, which affects children's development. This behavior then has an impact on children's confidence.

Parental support is a powerful influence in improving athletes' performance. Parental support can boost athletes' confidence, thereby maximizing their performance. Pratama & Yuliasrid (2022) revealed that parental support can influence athletes' psychology by increasing their enthusiasm to improve their performance during competitions. Parental support can boost enthusiasm for both training and competitions. A common phenomenon today is that athletes with good abilities and skills fail to perform well due to low mentality, disrupted focus and concentration, which affects their performance during competitions.

Based on observations of karate athletes in Sleman Regency in May 2024, data shows that most athletes experience symptoms of anxiety that are physically and emotionally apparent when facing a match. Furthermore, athletes lack confidence in their abilities. Athletes reported feeling apprehensive and worried about losing to their opponents, with their hearts pounding as the competition began. Their palms often sweated, their bodies felt slightly weak, and they felt nauseous but did not vomit. The anxiety that arises is in the form of fear of facing opponents and worrying that athletes who lose will certainly feel embarrassed in front of their friends because they have undergone serious training. The process of achieving athletic achievements is not obtained instantly.

Athletes are often overly anxious when facing a competition, making it difficult to achieve goals that should be easily attainable. This is another example that emphasizes the role of mental aspects, which are just as important as other aspects such as physical, technical, strategic, and tactical aspects that determine an athlete's performance in a competition. For example, if the competition schedule is delayed or does not match the predetermined schedule, athletes are likely to feel anxious, which can negatively affect their performance. Athletes must be able to control their anxiety and stress when facing a competition in order to perform optimally in line with their expected goals.

Interviews with athletes revealed that most of them go to training alone without their parents accompanying them. This is not only the case during training but also when athletes compete. The support provided by parents by being present at the competition venue is still lacking. Athletes who receive full social support from their closest relatives, such as their parents, who

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always accompany them during training and competitions, are more confident. However, athletes who do not receive support from their parents tend to be more resigned and less enthusiastic in competition. In addition, athletes also feel anxious.

When competing, athletes usually experience pressure influenced by the condition of their opponents, the situation on the field, including the audience. In such situations, effective communication between the coach and the athlete is needed in a concise, clear, and straightforward manner so that the athlete can understand the advice and opinions given by the coach. The researcher's observations show that interpersonal communication between the coach and the athlete has been established during the training process. The interaction between the athlete and the coach is quite good. The coach uses both verbal and nonverbal communication when giving explanations and demonstrating movements. However, the athlete still has difficulty understanding the coach's intentions. Based on interviews with athletes, it was found that athletes did not fully understand the coach's instructions. Due to miscommunication between athletes and coaches, the level of understanding and seriousness among athletes varied. Some athletes understood the instructions given, but others did not, resulting in a lack of motivation to participate in training.

Previous research shows that anxiety assessments show significant positive and negative correlations with coaching effectiveness factors and coach-athlete relationship factors (Kassim, et al., 2022). A positive coach-athlete relationship is recognized as increasing participation, athlete satisfaction, self-esteem, and performance improvement (Peng, et al., 2020). The findings of Foulds, et al., (2019) support a dyadic relationship. Athletes prefer coaches who have a positive outlook and athlete-centered mindset, with active listening and individual goal setting considered key characteristics in developing positive relationships.

A significant correlation was found between two factors, including coach-athlete attachment, perceived coach support, self-esteem, and subjective well-being. Subjective well-being is a subjective evaluation of happiness, and consists of life satisfaction, as well as positive and negative experiences (Diener, et al., 2018; Geng, 2018). On the other hand, attachment to coaches is very important (Kim & Park, 2020). Coaches provide a platform for growth for athletes and encourage them to face challenges and develop new skills. Insecure coach-athlete attachment can prevent athletes from receiving support from coaches. For example, attachment avoidance can result in a decrease in the likelihood of athletes receiving social support from coaches, and attachment anxiety can result in a decrease in subjective perceptions and satisfaction with support from coaches (Barnum & Perrone-McGovern, 2017).

Coaching leadership plays an important role in athletic performance, with athletes and coaches emphasizing the importance of success on the field (Li & Villanueva, 2024). A coach's leadership behavior has been shown to have a significant impact on various outcomes (Hampson & Jowett, 2018). The above findings are certainly interesting to explore and study further, therefore, the researchers are very interested in conducting a study entitled "The Influence of Coach Leadership Style, Coach-Athlete Relationship, and Parental Support on Anxiety in Karate Dojo Athletes in Sleman Regency."

### **METHOD**

The type of research is quantitative descriptive with correlational. Arikunto (2019) states that correlational research is research that aims to find out whether there is a relationship and, if so, how strong the relationship is, as well as whether the relationship is significant or not. Furthermore, the numerical data obtained was then processed using statistical analysis. The method used in this study was the survey method. The location of the study was at the Sleman Regency Karate Club. This study was conducted from June to August 2024. The population in this study were athletes at the Sleman Regency Karate Club. The sampling technique used was random sampling of 74 athletes.

The instrument or tool used in this study was a closed questionnaire. The Coach Leadership Type instrument, a measure of coach leadership type used by researchers, refers to the Leadership Scale for Sports (LSS), which consists of 40 items that measure five dimensions of coach behavior: training and instruction (13 items), democratic behavior (9 items), autocratic behavior (5 items), social support (8 items), and positive feedback (5 items). Coach-Athlete Relationship Instrument: The coach-athlete relationship measurement tool used by the researcher in this study was adapted from the tool developed by Jowett & Ntoumanis (2002), namely the Coach-Athlete Relationship Questionnaire (CART-Q). Parental Support Instrument: The parental support instrument grid uses Weiss's theory, namely reliable alliance, reassurance of worth, attachment, guidance, social integration, and opportunity for nurturance. Anxiety Instrument: The anxiety instrument grid in this study is based on intrinsic and extrinsic factors (Tangkudung & Mylsidayu, 2018).

The data analysis techniques used were descriptive statistics (descriptive percentage data analysis techniques) and inferential statistics. Inferential statistics consisted of prerequisite tests (normality and linearity), multiple linear regression analysis, and hypothesis testing (partial, simultaneous, and coefficient of determination).

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## RESULTS

### 1. Descriptive Analysis Results

#### a. Coach Leadership Type ( $X_1$ )

**Table 1. Leadership Style Assessment Standards for Coaches**

| Interval  | Category  | Frequency | Percentage |
|-----------|-----------|-----------|------------|
| 3,26-4,00 | Very Good | 3         | 4,05%      |
| 2,51-3,25 | Good      | 24        | 32,43%     |
| 1,76-2,50 | Poor      | 45        | 60,81%     |
| 1,00-1,75 | Very Poor | 2         | 2,70%      |
| Amount    |           | 74        | 100%       |

Based on Table 1 above, it shows that the leadership style of karate coaches at the Sleman Regency Dojo falls into the “very poor” category at 2.70% (2 athletes), “poor” at 60.81% (45 athletes), ‘good’ at 32.43% (24 athletes), and “very good” at 4.05% (3 athletes).

#### b. Coach-Athlete Relationship ( $X_2$ )

**Table 2. Norms for Assessing Coach-Athlete Relationships**

| Interval  | Category  | Frequency | Percentage |
|-----------|-----------|-----------|------------|
| 3,26-4,00 | Very Good | 3         | 4,05%      |
| 2,51-3,25 | Good      | 25        | 33,78%     |
| 1,76-2,50 | Poor      | 44        | 59,46%     |
| 1,00-1,75 | Very Poor | 2         | 2,70%      |
| Amount    |           | 74        | 100%       |

Based on Table 2 above, it shows that the coach-athlete relationship of Karate athletes at the Sleman Regency Dojo is in the “very poor” category at 2.70% (2 athletes), “poor” at 59.46% (44 athletes), ‘good’ at 33.78% (25 athletes), and “very good” at 4.05% (3 athletes).

#### c. Parental Support ( $X_3$ )

**Table 3. Norms for Assessing Parental Support**

| Interval  | Category  | Frequency | Percentage |
|-----------|-----------|-----------|------------|
| 3,26-4,00 | Very Good | 3         | 4,05%      |
| 2,51-3,25 | Good      | 21        | 28,38%     |
| 1,76-2,50 | Poor      | 48        | 64,86%     |
| 1,00-1,75 | Very Poor | 2         | 2,70%      |
| Amount    |           | 74        | 100%       |

Based on Table 3 above, it shows that the support of parents of karate athletes at the Sleman Regency Dojo is in the “very poor” category at 2.70% (2 athletes), “poor” at 64.86% (48 athletes), “good” at 28.38% (21 athletes), and “very good” at 4.05% (3 athletes).

#### d. Anxiety ( $Y$ )

**Table 4. Anxiety Assessment Norms**

| Interval  | Category  | Frequency | Percentage |
|-----------|-----------|-----------|------------|
| 3,26-4,00 | Very high | 2         | 2,70%      |
| 2,51-3,25 | High      | 53        | 71,62%     |
| 1,76-2,50 | Low       | 16        | 21,62%     |
| 1,00-1,75 | Very low  | 3         | 4,05%      |
| Amount    |           | 74        | 100%       |

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Based on Table 4 above, it shows that anxiety among karate athletes at the Sleman Regency Dojo is in the “very low” category at 4.05% (3 athletes), “low” at 21.62% (16 athletes), “high” at 71.62% (53 athletes), and “very high” at 2.70% (2 athletes).

### 2. Preliminary Test Results

#### a. Normality Test

**Table 5. Normality Test Results**

| Variable                                     | p-value | Sig. (p) | Remark |
|----------------------------------------------|---------|----------|--------|
| Coach leadership type (X <sub>1</sub> )      | 0,378   | 0,05     | Normal |
| Coach-athlete relationship (X <sub>2</sub> ) | 0,293   | 0,05     | Normal |
| Parental support (X <sub>3</sub> )           | 0,510   | 0,05     | Normal |
| Anxiety (Y)                                  | 0,470   | 0,05     | Normal |

Based on the statistical analysis of normality tests conducted using the Kolmogorov-Smirnov test in Table 5, the normality test results obtained a p-value > 0.05, which means that the data is normally distributed.

#### b. Linearity Test

**Table 6. Linearity Test Result**

| The influence between variables                            | Sig. (p) | Remark |
|------------------------------------------------------------|----------|--------|
| Anxiety (Y) * Coach leadership type (X <sub>1</sub> )      | 0,801    | Linier |
| Anxiety (Y) * Coach-athlete relationship (X <sub>2</sub> ) | 0,895    | Linier |
| Anxiety (Y) * Parental support (X <sub>3</sub> )           | 0,192    | Linier |

Based on Table 6 above, it can be seen that the relationship between the independent variable and the dependent variable is sig. > 0.05. Thus, the relationship between the independent variable and the dependent variable is linear.

### 3. Multiple Linear Regression Test Results

**Table 7. Multiple Linear Regression Analysis Results**

| Model                                        | Unstandardized Coefficients |            | Unstandardized Coefficients |
|----------------------------------------------|-----------------------------|------------|-----------------------------|
|                                              | B                           | Std. Error | Beta                        |
| (Constant)                                   | 5,088                       | ,127       |                             |
| Coach leadership type (X <sub>1</sub> )      | -,071                       | ,171       | -,466                       |
| Coach-athlete relationship (X <sub>2</sub> ) | -,506                       | ,126       | -,477                       |
| Parental support (X <sub>3</sub> )           | -,422                       | ,122       | -,412                       |

Based on Table 7 above, the multiple linear regression equation resulting from this study can be determined as follows:

$$\text{Anxiety (Y)} = 5,088 - 0,071 (X_1) - 0,506 (X_2) - 0,422 (X_3)$$

The results of the multiple linear equation show that the constant is 5.088, which means that if the variables of coaching leadership style, coach-athlete relationship, and parental support are considered zero, then the anxiety variable in karate athletes at the Sleman Regency Dojo is only 5.088.

### 4. Hypothesis Test Results

#### a. Results of the t-test Analysis (Partial)

**Table 8. Results of Partial Test Analysis (t-test)**

| Variable                                     | r count | t      | Sig    |
|----------------------------------------------|---------|--------|--------|
| Coach leadership type (X <sub>1</sub> )      | -0,882  | -2,418 | 0,007  |
| Coach-athlete relationship (X <sub>2</sub> ) | -0,887  | -4,026 | 0,000  |
| Parental support (X <sub>3</sub> )           | -0,877  | -3,464 | 0,0001 |

The coach leadership style variable (X<sub>1</sub>) obtained a t-value of -2.418 > t-table 1.994, sig. 0.007 < 0.05, so H<sub>0</sub> was rejected, meaning “There is a significant relationship between coach leadership style and anxiety in Karate athletes at the Sleman

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Regency Dojo.” The value is negative, meaning that as the coach's leadership style increases, anxiety among Karate athletes at the Sleman Regency Dojo will decrease.

The coach-athlete relationship variable (X<sub>2</sub>) obtained a t-value of -4.026 > t-table 1.994, sig. 0.000 < 0.05, so H<sub>0</sub> was rejected, meaning “There is a significant relationship between the coach-athlete relationship and anxiety in Karate athletes at the Sleman Regency Dojo.” The value is negative, meaning that if the coach-athlete relationship improves, anxiety among Karate athletes at the Sleman Regency Dojo will decrease.

The parental support variable (X<sub>3</sub>) obtained a t-value of -3.464 > t-table 1.994, sig. 0.001 < 0.05, so H<sub>0</sub> is rejected, meaning “There is a significant relationship between the coach-athlete relationship and anxiety in Karate athletes at the Sleman Regency Dojo.” The value is negative, meaning that as parental support increases, anxiety among Karate athletes at the Sleman Regency Dojo will decrease.

### b. F Test Results (Simultaneous)

**Table 9. Results of F Test Analysis (Simultaneous)**

| ANOVA      |                |    |             |         |                   |
|------------|----------------|----|-------------|---------|-------------------|
| Model      | Sum of Squares | df | Mean Square | F       | Sig.              |
| Regression | 6,003          | 3  | 2,001       | 125,169 | ,000 <sup>a</sup> |
| Residual   | 1,119          | 70 | 0,16        |         |                   |
| Total      | 7,122          | 73 |             |         |                   |

Based on the results of the analysis in Table 9 above, the Fcount value is 125.169, Ftable (3;70) is 2.74, and sig. is 0.000 < 0.05, indicating a significant relationship. This means that “There is a significant relationship between the type of coaching leadership, the coach-athlete relationship, and parental support on anxiety among karate athletes at the Sleman Regency Dojo.” It can be concluded that the selected regression model is suitable for testing the data and that the regression model can be used to predict that coaching leadership, coach-athlete relationships, and parental support together influence anxiety in Karate athletes at the Sleman Regency Dojo.

## 5. Determination Coefficient Results

**Table 10. Results of the Coefficient of Determination Analysis**

| Model Summary     |          |                   |                            |
|-------------------|----------|-------------------|----------------------------|
| R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| ,918 <sup>a</sup> | ,843     | ,836              | ,12644                     |

Based on the Coefficient of Determination (R<sup>2</sup>) in Table 10 above, it is known that the Adjusted R Square coefficient value is 0.836. This means that the contribution of the variables of coach leadership, coach-athlete relationship, and parental support to anxiety in Karate athletes at the Sleman Regency Dojo is 83.60%, while the remaining 16.40% is influenced by other factors outside this study.

The effective contribution (EC) and relative contribution (RC) of coach leadership, coach-athlete relationship, and parental support to anxiety in Karate athletes at the Sleman Regency Dojo are presented in Table 11.

**Table 11. Results of Effective Contribution and Relative Contribution Analysis**

| Variable                                     | Effective Contribution | Relative Contribution |
|----------------------------------------------|------------------------|-----------------------|
| Coach leadership type (X <sub>1</sub> )      | 5,83%                  | 6,97%                 |
| Coach-athlete relationship (X <sub>2</sub> ) | 41,94%                 | 50,17%                |
| Parental support (X <sub>3</sub> )           | 35,83%                 | 42,86%                |
| Amount                                       | 83,60%                 | 100%                  |

Based on Table 11, the effective contribution (EC) and relative contribution (RC) above show that the coach-athlete relationship type variable (X<sub>2</sub>) contributes the most to anxiety among karate athletes at the Sleman Regency Dojo, namely 41.94%.

## DISCUSSION

### 1. The Relationship Between Coach Leadership Style and Anxiety

Based on the results of the study, there is a significant relationship between the type of coaching leadership and anxiety among karate athletes at the Sleman Regency Dojo, with a significance level of < 0.05 and a contribution of 5.83%. The research results

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are negative, so it can be concluded that the better the coach's leadership style, the lower the anxiety level. The opposite is also true: if the coach's leadership style is poor, the athletes' anxiety level will be higher. These results are in line with the research conducted by Purborini & Frieda (2018), which showed that simple regression analysis revealed a correlation coefficient ( $r_{xy} = -0.514$ ;  $p < 0.05$ ), meaning that there is a negative and significant relationship between the coach's leadership style and competition anxiety. The effective contribution of the coach's leadership style to competition anxiety in silat athletes is 26.4%, with the remaining 73.6% explained by other factors.

Coaching leadership in the context of sports has been a widely studied topic over the past three decades (Cruz & Kim, 2017). The results of this literature show that coaching leadership is related to various positive and negative athlete outcomes such as fatigue, coping ability, satisfaction with sports training, emotions, sports performance, collective efficacy, or injuries (Ekstrand et al., 2017). Fouraki et al. (2020) conducted a study with the aim of determining the behavior of coaching leadership styles towards athletes and testing the relationship between coaching leadership styles and athlete satisfaction. The results of the study confirm that there is a positive correlation between coaching leadership styles and athlete satisfaction.

Coaching leadership can influence the variable of athlete satisfaction levels. These results indicate that coaching leadership style is at a sufficient level to influence athlete satisfaction, where 42% of factors influencing athlete satisfaction are influenced by factors other than coaching leadership style, such as: athlete commitment to training (Hundito, 2022), athletes' basic needs (Verner-Filion & Vallerand, 2018), athletes' self-motivation, athletes' self-confidence (Tamminen et al., 2019), and sports facility services (Günel & Duyan, 2020).

The results of Cruz & Kim's (2017) study show that there is a negative relationship between coaching leadership style and athletes' anxiety. A study conducted by Ramis et al. (2017) shows that the coach's interpersonal style significantly predicts the occurrence of somatic anxiety, worry, and concentration disorders. Baker et al. (2018) have highlighted that negative perceptions of coaching behavior are correlated with the level of trait anxiety in athletes.

Coaches play an influential role in affecting athletes' anxiety, and previous research has found a significant relationship between perceived coaching behavior and anxiety (Smith, et al., 2018; Cho, et al., 2019). Weinberg & Gould (2023) suggest using an interactive approach, which includes interpersonal and situational factors to understand anxiety and fatigue in competitive sports environments. Ryska & Yin (2019) examined the relationship between athletes' perceptions of coach support and precompetitive anxiety in high school athletes and found that high coach support reduced precompetitive anxiety.

In the context of sports, athletes experience a range of pleasant and unpleasant emotions, which require the ability to regulate them well. Therefore, due to the negative consequences of poor emotional control in sports, coaches need to guide athletes to detect and cope with these emotions (Martinent, et al., 2018). Athletes' assessments of coaching leadership styles influence athletes' lives. Athletes' perceptions of their coach's leadership style affect the quality of their working life. Not only does it affect the quality of athletes' working life, but their success during a wrestling season is also influenced by how athletes perceive their coach. In addition, athletes' perceptions of their coaches influence how they respond to pleasant or unpleasant events (Fuchs, 2018).

Coaches play a significant role in the performance of their athletes on the field, not only physically and tactically, but also psychologically. Coaches must ensure that their athletes are in the right state of mind to compete. In the context of psychology, coaches can play a greater role in reducing athletes' anxiety by applying their leadership style on or off the field (Akbar & Kurniawan, 2021). The results of research by Andi & Aulia (2019) prove that there is a contribution of social support from coaches to reducing the anxiety of pencak silat athletes.

According to Milsydayu & Kurniawan (2018), a coach is someone who has the professional ability to help reveal an athlete's potential and optimize it into real ability in a relatively short period of time. A coach is a person whose job is to stimulate (simulate) the optimization of an athlete's movement abilities, which are developed and improved through various training methods tailored to the internal and external conditions of the individual athlete. Harsono (2017) states that the level of an athlete's performance largely depends on the level of knowledge, ability, and skills of a coach. Formal education in sports science and coaching will greatly help the cognitive and psychomotor aspects of a coach.

As the direct leader of a sports team, the coach's behavior is a major external factor that motivates athletes to actively participate in training and competitions and improve their competitive abilities. In addition, coaches are an important source of social, emotional, and informational support for athletes, and their influence on athlete engagement cannot be ignored. Kegelaers & Wylleman (2019) explain that the coach's duties, which include technical, tactical, and strategic preparation, as well as organizing, evaluating, and directing athletes, are highly dependent on the coach-athlete relationship. Competent coaches who provide great satisfaction to their athletes can encourage them to perform confidently in their games. Thus, the leadership behavior exhibited by coaches can have a significant impact on athletes' performance and psychological well-being.

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González-García et al., (2019) provide evidence that the type of coaching leadership preferred by athletes is one that is characterized by positive feedback, democratic behavior, training and instruction, contextual consideration, and social support. Regression analysis results show that there is a positive relationship between athletes' social responsibility and coaches' democratic behavior, and a negative relationship between social responsibility and coaches' autocratic behavior. These results indicate that athletes who perceive their coaches as more democratic and less autocratic have higher levels of social responsibility than others (Lee, et al., 2017).

### **2. The Relationship Between Coach-Athlete Relationships and Anxiety**

Based on the results of the study, there is a significant relationship between the coach-athlete relationship and anxiety in karate athletes at the Sleman Regency Dojo, with a significance level of  $< 0.05$  and a contribution of 42.94%. The research results are negative, so it can be concluded that the better the coach-athlete relationship, the lower the anxiety. The opposite is also true, i.e., if the coach-athlete relationship is poor, the higher the athlete's anxiety. The results of this study are supported by the research of Pertiwi & Aulia (2021), which shows a value of  $r = -.543$ , which means a moderate correlation with a significance of  $p = 0.001$  ( $p < 0.05$ ), which means that there is an intimate relationship between the coach-athlete relationship and competition anxiety in West Sumatra boxers.

The Davis & Jowett (2018) study found that sources of anxiety have been linked to the relationship a person has with their coach and various interactions that occur during training and competition. Athletes who report poor relationships with their coaches experience greater negative emotions and higher levels of anxiety (Stephen, et al., 2022). The results of the study by Kassim et al. (2022) show that there is a significant relationship between the coach-athlete relationship and anxiety. Coaches can be an important source of support and can instill confidence in their athletes (Lentz et al., 2018; Lu et al., 2018). Coaches can also be a source of stress with poor coach-athlete relationships adding to the stress in athletes' lives (Chyi, et al., 2018).

Positive coach-athlete relationships are recognized as enhancing participation, athlete satisfaction, self-esteem, and performance improvement (Peng, et al., 2020). On the other hand, attachment to coaches is very important (Kim & Park, 2020). Coaches provide athletes with a platform for growth, encouraging them to face challenges and develop new skills. Insecure coach-athlete attachment can prevent athletes from receiving support from coaches. For example, attachment avoidance can result in a decrease in the likelihood of athletes receiving social support from coaches, and attachment anxiety can result in a decrease in subjective perceptions and satisfaction with support from coaches (Barnum & Perrone-McGovern, 2017).

Factors that can influence athlete anxiety are the relationship between athletes and coaches. This is based on the idea that coaches must establish positive communication with athletes in carrying out their duties. The coach-athlete relationship in the training process contributes positively to the successful development of athletes' potential; conversely, if ignored, it will hinder the successful development of potential. The coach-athlete relationship is a situation in which the cognition, feelings, and behavior of the coach and athlete are interrelated and causally linked (Wekesser, et al., 2021).

Athletes' trust in their coaches stems from their belief that coaches will be able to help them overcome their fears and anxieties. This trust is also supported by the attitude that coaches show towards their athletes. Coaches who are open, patient, and attentive to their athletes will encourage athletes to share their problems with them. Trust in coaches arises because coaches also show acceptance, which makes athletes feel valued and cared for by their coaches, thereby boosting their self-confidence.

Jowett (2017, p. 155) explains that the coach-athlete relationship is a situation in which coaches and athletes develop interrelated feelings, thoughts, and behaviors. Wachsmuth, et al., (2018) define the coach-athlete relationship as a situation of emotions, thoughts, and behaviors between coaches and athletes that are interrelated. The coach-athlete relationship is closely related to the basic psychological needs of athletes and has the potential to help during difficult times physically, psychologically, and emotionally (Teck Koh et al., 2019).

When coaches and athletes are in harmony, it will have an extraordinary impact on the team's achievements. The coach-athlete relationship is built over time, with prolonged involvement benefiting a positive relationship (Sandström, et al., 2018). Success in the coach-athlete relationship can be achieved when they work together to achieve a single goal, namely a "shared goal," which the athletes in this study greatly valued in the process of setting shared goals.

The coach-athlete relationship is an intensive communication between athletes and coaches. The effectiveness of a coach in conducting technical, tactical, and strategic preparations, as well as organizing, evaluating, and directing athletes, will depend on the relationship built between coaches and athletes (Gullu, et al., 2020). Weinberg, et al., (2021) explain that forming a comfortable and trusting relationship between coaches and athletes is a difficult task. This is because the attitudes, feelings, and motivations involved are difficult to control.

The intimacy between coaches and athletes also shows openness in self-disclosure, trust, personal compatibility, and the ability to empathize in listening and responding to someone's feelings as an effort to adjust. Self-disclosure by athletes to coaches

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provides athletes with a sense of comfort and calm, because by sharing all their concerns with their coaches, the burden and pressure of competition is reduced. Thus, self-disclosure to coaches is a means of channeling the pressures, anxieties, and fears felt when facing competition.

### **3. The Relationship Between Parental Support and Anxiety**

Based on the results of the study, there is a significant relationship between parental support and anxiety in karate athletes at the Sleman Regency Dojo, with a significance level of  $< 0.05$  and a contribution of 35.83%. The results of the study are negative, so it can be concluded that the higher the parental support, the lower the athletes' anxiety. The opposite is also true, namely that the lower the level of parental support, the higher the athletes' anxiety.

Anxiety in competition has symptoms experienced by athletes, including emotional symptoms that can arise from within, such as a gloomy mood, sudden feelings of sadness, loss of interest in social activities that are usually carried out, feeling tense, and being quick to anger. Emotional symptoms in this study are categorized as low, meaning that athletes do not experience excessive emotional symptoms during competition. The next symptom is physiological anxiety, which is associated with changes in organs and body systems, such as the heart rate. This symptom is more related to the body's response. The physiological symptoms experienced by futsal athletes in this study are also categorized as low, meaning they are not excessive. The last symptom is cognitive, which involves negative thoughts that cause excessive fear and worry, anxiety or nervousness, difficulty concentrating, insomnia, and difficulty making decisions. These symptoms can also be overcome by the athletes in this study.

Athletes' perceptions or responses in assessing situations and conditions when facing a competition, whether long before the competition or close to the competition, will elicit different reactions. If athletes perceive the situation and conditions of the competition as threatening, they will feel tense and anxious. These conditions can be reduced by providing social support so that emotionally, individuals feel understood and supported; in terms of appreciation, individuals feel confident because their efforts are valued; instrumentally, they receive material support from coaches, teams, and families; and in terms of information, individuals feel listened to and given input in line with the form of support.

Social support plays a very important role in an individual's life, especially when experiencing physical or psychological problems. Help from others can make individuals more productive, and with that, a person will be more confident in what they are going to do because they feel that they are accepted and always motivated to be better. The results show that high social support also plays a positive role for athletes, which will have an impact on their anxiety during competition.

The support that individuals receive from their environment serves to assist them in problem solving, guide them in their actions, provide useful information, comfort and increased self-esteem, increased confidence, and eliminate and prevent stress. As a result, individuals will lead more productive lives and be able to confidently demonstrate their potential. In this study, the support that athletes received from their parents was able to reduce their anxiety when facing competition.

Parental encouragement has been proven to be very important in building children's long-term involvement in youth sports. Whether through verbal encouragement or by participating in an active lifestyle, parents greatly influence their children's participation in sports (Danioni, et al., 2017). Taking young athletes to training, buying new equipment, arranging additional instruction, and counseling children after injuries are roles that parents take on to enrich their children's sports experiences. However, parental pressure and behavior significantly alter children's sports experiences and have been shown to potentially reduce athletes' enjoyment of the sport (Amado, et al., 2015) by fostering perfectionist expectations and increasing anxiety (Padaki, et al., 2017).

Parents must make every effort to ensure that their children are able to develop their abilities, skills, and personalities. Parental guidance in terms of the child's mental, psychological, physical, and spiritual aspects will help the child's overall development. This is especially true for children who are still dependent on their parents. Even in difficult situations, children must receive guidance from their parents so that they can manage their emotions, which are still unstable. The role of parents is clearly felt by children in family life, because the family is a place where children can express their complaints and difficulties (Noya, 2021, p. 41).

The relationship between parents and athletes, particularly in the context of individual sports, can be explained through research by Lisinskiene, Lochbaum, et al., (2019); Lisinskiene, May, et al., (2019) in which parent-child attachment is the most important factor. Bowlby's attachment theory highlights that the quality of the parent-child relationship in early childhood forms the basis for secure or insecure attachment in later years, particularly during adolescence. The importance of attachment becomes clear in adolescence, a period of psychological and social transition from childhood to adulthood (Felton & Jowett, 2017). Early parent-child relationships play a crucial role during this period. Attachment and relationships with parents change during adolescence, as young people become more independent from their parents. During this period, parent-child attachment weakens as young people face new challenges; they seek independence and autonomy, and develop their sense of self. Once again,

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Lisinskiene, Lochbaum, et al., (2019) note that secure attachment to family provides adolescents with a more secure emotional foundation that can always be relied upon in the future and in any context.

Family composition is important for athletes, and if one parent is absent or the family structure is unstable, it can affect the athlete's sporting experience, success, and continuation in sports. Through qualitative phenomenological analysis, Lisinskiene, Guetterman, et al., (2019) found that for individual athletes, the involvement of both parents is very important, because individual sports differ from team sports, where interactions between members and coaches are more intense.

The theoretical framework of Knight & Holt (2014) helps explain optimal family involvement and its importance in youth sports. The theory states that healthy family relationships in a sports environment are achieved when parents understand and enhance their children's experiences. The theory highlights that recognition of each athlete's abilities and individuality plays the most important role in the positive development of athletes through sports. Research by Lisinskiene, May, et al., (2019) shows that parental participation is the most important thing in an athlete's life and that this participation is welcomed by and necessary for athletes. However, athletes state that parental involvement, as well as the coaching philosophy, must be positive, motivated, supportive, and non-controlling. Active participation from coaches, athletes, and parents is important and necessary for the positive development of athletes, so that athletes are not pressured but motivated by a psychologically positive environment; coaches are given the opportunity for continuous learning.

### **4. Relationship between Coach Leadership Style, Coach-Athlete Relationship, and Parental Support on Anxiety**

Based on the results of the study, there is a significant relationship between the type of coaching leadership, the coach-athlete relationship, and parental support on anxiety among karate athletes at the Sleman Regency Dojo, with a significance level of  $< 0.05$ , contributing 83.60%, while the remaining 16.40% is influenced by other factors outside the scope of this study. Several factors can influence this, both internal factors (gender, age, intelligence, etc.) and external factors (social support, peer influence, motivation, competition experience, etc.).

The presence of a coach who can inspire positive things can be a source of strength and motivation for athletes. Good interaction and closeness between coaches and athletes can have a positive impact on athletes. Thus, it is very important to build communication between coaches and athletes and to build emotional closeness (intimacy). Intimacy is a form of behavior in which a person adjusts themselves to show their needs to others. Conversely, according to Jowett (2017), coach-athlete intimacy is a unique interpersonal bond, where the emotions, thoughts, and behaviors of the coach and athlete are aligned and mutually dependent. Coaches can be a major source of anxiety for athletes because they are the source of punishment and rewards that either boost or undermine athletes' confidence. Coaches who are able to inspire positivity can be a source of strength and motivation for athletes.

The coach-athlete relationship influences important aspects of an athlete's performance and development. The relationship between coaches and athletes has emerged as a prime candidate for focus in the context of athletes' mental health. The relationship between athletes and their coaches can be a source of support amid the many pressures experienced by athletes. Good interaction and closeness between coaches and athletes have a positive impact on athletes. Coach-athlete intimacy is a unique interpersonal relationship, in which the emotions, thoughts, and behaviors of coaches and athletes are aligned and mutually dependent on one another (Lentz et al., 2018).

Parental social support refers to the concept of social support, which is usually defined as the presence or availability of people we rely on who tell us that they care and love us. Fabiani & Krisnani (2020) argue that one of the roles parents can play for their children is to provide support (attention and affection) to help their children grow and develop. Parental support is assistance that individuals receive from other people or groups around them, which makes the recipient feel comfortable, loved, and appreciated. Athletes facing individual problems do not feel alone and do not quickly become discouraged because there are people around them who help and provide social support.

Lavallee et al., (2019) showed that coaches are the most important factor in social support for young athletes, and their role, in addition to that of parents and peers, should be as initiators and primary motivators in all types of sports. Vukadinović & Rađević (2019) show that any sport sets high criteria for success for coaches and athletes, which is why the coach-athlete relationship must be crucial in achieving excellent results in sports. This relationship is particularly important during adolescence, when the parent-athlete relationship weakens and the interpersonal relationships and knowledge acquired during this period of life, as a young athlete, accumulate throughout life, both positively and negatively. Vukadinović & Rađević (2019) note that during adolescence, athletes typically spend more time with their coaches than with their parents, making the role of the coach during this period of an athlete's life particularly important. Therefore, it is crucial for coaches to be highly competent, educated, and skilled in their work with young people.

### CONCLUSIONS

Based on the results of data analysis, description, testing of research results, and discussion, it can be concluded that: (1) There is a significant relationship between the type of coaching leadership and anxiety in Karate athletes at the Sleman Regency Dojo, with sig. < 0.05, with a contribution of 5.83%. (2) There is a significant relationship between the coach-athlete relationship and anxiety among karate athletes at the Sleman Regency Dojo, with a significance level of < 0.05 and a contribution of 42.94%. (3) There is a significant relationship between parental support and anxiety among karate athletes at the Sleman Regency Dojo, with a significance level of < 0.05 and a contribution of 35.83%. (4) There is a significant relationship between the type of coaching leadership, the coach-athlete relationship, and parental support on anxiety among Karate athletes at the Sleman Regency Dojo, with sig. < 0.05, with a contribution of 83.60%.

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