

Psychological Control helps to counter sports anxiety: A moderating role of coach relationship

Dr. Muhammad Awais Bhatti^{1*}, Dr. Abbas N Albarq²

Abstract

Without access to skilled coaches, sports anxiety is frequent among athletes. In Saudi Arabia, the lack of emotional intelligence and other mental problems prevent athletes from doing better with sports anxiety. This study examines the direct influence of psychological Control, coach-athlete interaction, and coach support on sports anxiety in Saudi Arabia. This study also analyzes the moderating effect of coach relationship and support on the relationship between psychological Control and athletic performance. A Likert scale questionnaire is utilized to collect cross-sectional data from Saudi Arabian college athletes. When players have a good relationship with their coach, they can have greater psychological Control over their athletic performance, as revealed by the study. This research is founded on a novel concept, and its theoretical framework contributes to our understanding of sports anxiety. In addition, the research produced exceptional practical and theoretical consequences that are crucial for combating sports anxiety practically and advancing our understanding of sports anxiety, respectively. The research findings suggest future directions based on the literature that provide researchers with new insight into investigating deeper links within the sports anxiety model.

Keywords: sports anxiety; psychological control; coach relationship; coach support; coach behavior

Introduction

Students must now participate in sports since it influences their brain development and academic aptitude (Satinsky et al., 2020). Students with better mental health are always aware of the most effective means to enhance their academic success (Cranmer, Brann, & Weber, 2018). The mental ability of Saudi Arabian kids allows them to advance in their learning, but when they participate in different sports, their learning performance can also be enhanced (Constandt, De Waegeneer, & Willem, 2018). However, it has been observed that students' performance is deteriorating over time due to their inability to participate in various sports activities due to their sports anxiety (Teques, Duarte, & Viana, 2019). Athletes must utilize creative means to improve their performance because they can benefit the team (Myers, Vargas-Tonsing, & Feltz, 2005). Similarly, student-athletes in various schools and colleges and other athletes aim to improve their athletic performance (Reynders et al., 2019). The players on both the national and international teams experience anxiousness that hinders their performance (De Backer et al., 2022). Multiple factors limit the players' ability to improve their performance, and social anxiety is one of these critical elements (Bhavsar et al., 2019; MacDonald et al., 2020). Athletes' sports anxiety makes them shy, and they do not want to play if they fear they will not be able to win the game.

Players with negative personality qualities cannot perform well in their games because they consider their personalities unsuitable for their tasks (Lefebvre, Turnnidge, & Côté, 2021). The players need sufficient performance training because they cannot be enhanced without coaching (Matute-Chavarria et al., 2022). The national teams of several sports in the United States and Japan have skilled coaches and based on their efforts, the teams' performance improves (Panza et al., 2020). In addition, athletes whose interactions with their coaches are harmonious acquire more critical skills and have a more positive learning experience (Fernández et al., 2020). When players believe that they are not as competitive as the opposing team's players, they may experience sports anxiety (Ruffault et al., 2020). However, these phenomena are no longer applicable in the present era, as it is evident that any player's performance may be enhanced by working in an inventive manner to improve it (Rowland & Van Lankveld, 2019). The players with high emotional intelligence are diligent workers unconcerned with game-related worry (Nideffer, 2021). Moreover, the players' performance is crucial to their success, and coaches make judgments based on their performance (Rocha & Osório, 2018).

Scholarly research on sports performance has provided several viewpoints on players' performance globally and in the context of Saudi Arabia. The study by Lane and McAlexander (2020) shows that parental encouragement

¹ School of Business, Management Department, King Faisal University, Al-Ahsa 31982, Saudi Arabia.

² School of Business, Management Department, King Faisal University, Saudi Arabia. Email: albarq@kfu.edu.sa

*Corresponding author: Muhammad Awais Bhatti (mbhatti@kfu.edu.sa)

reduces the sports anxiety of young athletes. The study by [Stephen, Habeeb, and Arthur \(2022\)](#) revealed that students develop sports anxiety when they experience unpleasant emotions associated with playing the game. The research conducted by [Dehghani et al. \(2018\)](#) revealed that the players' sports anxiety is the reason they are not psychologically stable during their games. Moreover, according to [Castro-Sánchez et al. \(2018\)](#), players who are involved in family problems are the primary victims of sports anxiety, which prevents them from performing effectively during games. According to [Luna, Guerrero, and Cejudo's \(2019\)](#) research, players who are not driven to perform well during games are affected by sports anxiety. [Wilczyńska et al. \(2021\)](#) concluded that athletes with sports anxiety should not participate in international-level competitions. Furthermore, the research indicated that disputes and anxiety should not hinder the athletic performance of athletes, as this challenge is inappropriate for their performance. According to a study conducted by [Smith et al. \(2006\)](#), sports anxiety is widespread among athletes whose instructors do not encourage them to improve their performance.

These researchers examined the literature and analyzed the many causes of sports anxiety among Saudi athletes. It is a fact that players with sports anxiety cannot improve their performance. This study seeks to identify the direct association between psychological Control, coach-athlete relationship, and coach support and sports anxiety. In addition, this study analyzes the moderating effect of coach connection and support on the relationship between psychological Control and athletic performance. This research is founded on a novel concept, and its theoretical framework contributes to our understanding of sports anxiety. In addition, the study produced exceptional practical and theoretical consequences required for combating sports anxiety in practice and advancing the understanding of sports anxiety, respectively. In addition, the research results suggest future approaches based on the literature that provide researchers with new insight to investigate further linkages in the sports anxiety model.

Review of Literature and Hypotheses

Sports anxiety is one of the most critical aspects shaping sportsmen's personalities ([Satinsky et al., 2020](#)). The performance of players motivated to demonstrate their abilities in games is distinct from those with sports-related anxiety ([Cranmer et al., 2018](#)). Multiple variables directly contribute to athletes' sports anxiety ([Constandt et al., 2018](#)). Fear of defeat is also one of the main causes contributing to the players' anxiousness ([Lee, Kim, & Joon-](#)

[Ho, 2013](#)). This anxiousness of the players is not conducive to their improved performance and work, which can restrict their attitude to work ([Teques et al., 2019](#)). In addition, the research indicated that the performance-related anxiety of athletes could reduce their skills and playing ability ([Myers et al., 2005](#)). The athletes' psychological Control refers to their intention to control their emotions ([Reynders et al., 2019](#)). Athletes who are highly driven and trained are psychologically robust because they believe their performance must be enhanced in a beneficial manner ([Bhavsar et al., 2019](#)). In addition, players who cannot employ new strategies to win games are less productive at work ([De Backer et al., 2022](#)). In addition, emotionally robust athletes are regarded as the top performers since they do not compromise their performance or sportsmanship ([MacDonald et al., 2020](#)). Indeed, players must have great psychological Control to participate in sports sensibly ([Lefebvre et al., 2021](#)). The relationship between the coach and the players should be strong because the players' success is measured based on these relationships ([González-García, Martinent, & Nicolas, 2022](#)). Active and devoted coaches continuously work to ensure that their athletes attain their goals ([Matute-Chavarria et al., 2022](#)). In addition, it is the coaches' job to motivate the players and ensure that they are working appropriately and committed to improving their performance ([Matute-Chavarria et al., 2022](#)). In addition, the training of athletes whose coaches do not support them and whose relationships with coaches are antagonistic is harmed by these behaviors ([Panza et al., 2020](#)). Consequently, players must work with the assistance of coaches to improve their game performance ([Fernández et al., 2020](#)).

[Fernández et al. \(2020\)](#) Coaches that encourage their athletes are sincerely committed to their tasks. The management of every team employs coaches to instruct the players ([Ruffault et al., 2020](#)). Moreover, when coaches think they should help the players' learning and improve training, they can provide them with a crucial path to achieving their goals ([Rowland & Van Lankveld, 2019](#)). The relationship between the coach and the players should be cordial, and the players should feel comfortable discussing any issues with their coaches ([Rocha & Osório, 2018](#)). Furthermore, coaches attempting to improve their players' performance must support these athletes in the most significant way possible ([Nideffer, 2021](#)).

According to [Matute-Chavarria et al. \(2022\)](#), a player's performance is directly determined by their behavior and attitude toward the game. [González-García et al. \(2022\)](#) stated that players who are proficient in their game skills are essential to perform successfully. According to the

research conducted by [Lefebvre et al. \(2021\)](#), less training of the players is acceptable by the team. However, demotivation and low psychological Control are not. According to [MacDonald et al. \(2020\)](#)'s study, many athletes are training more, yet their negative attitudes and sports anxiety hinder their performance. According to the research conducted by [De Backer et al. \(2022\)](#), athletes must avoid all forms of worry because these mental conflicts impede their performance.

Similarly, [Bhavsar et al. \(2019\)](#) observed that the performance of players with a positive mental attitude toward the game is crucial to their success when attempting to improve their performance. In addition, [Reynders et al. \(2019\)](#) found that their positive working attitude influences players' performance. In contrast, those with a pessimistic outlook are unsuccessful in the competition to win their games. [Myers et al. \(2005\)](#) found that players with a positive working attitude are physically and psychologically fit and are not influenced by any factor that causes sports anxiety. This literature evaluation creates the initial research hypothesis.

[Myers et al. \(2005\)](#) argued that the coach is the essential person in any game since his work ethic and training of the players are evaluated based on the players' performance. The inquiry According to [Lee et al. \(2013\)](#), players whose performance is improving must follow their coaches' instructions. [Teques et al. \(2019\)](#) stated that a coach's involvement is crucial in a player's training and performance, and the interaction between the two should be good. The inquiry [Lee et al. \(2013\)](#) argued that the good working behavior of the coach in the team is crucial to the player's success because the coach encourages the team to face problems with confidence. When a coach encourages their team with new working strategies, he should have a cordial rapport with team members who may offer him advice on improving his performance. According to [Constandt et al. \(2018\)](#), the best coaches are friendly, but the poorest coaches are not nice to their teams. Respect for the coach is the players' responsibility, as he encourages and prepares them to perform effectively in high-pressure situations. [Cranmer et al. \(2018\)](#) argued that the coach and the players have a strong relationship and can enhance the team's performance and increase the player's attitude toward game performance. This literature review develops the second hypothesis of this study.

According to [Satinsky et al. \(2020\)](#), gamers often experience game-related anxiety when confronted with mentally demanding scenarios. [Panza et al. \(2020\)](#) observed that the primary victims of sports anxiety are players who are inadequately prepared for the game. The inquiry [Fernández et al. \(2020\)](#) stated that coaches should

lessen the sports anxiety of their players because a coach's assistance is sufficient to alleviate the player's anxiety. [Ruffault et al. \(2020\)](#) found that players' anxiety levels might increase and decrease with time, but team management and the coach must monitor the players' performance. Moreover, [Rowland and Van Lankveld \(2019\)](#) emphasized that coaches who wish to increase their players' performance must work more efficiently to achieve this goal. Also, [Rowland and Van Lankveld \(2019\)](#) noted that the psychological linkage of the players with their performance plays a crucial part in sports performance, as does the player's positive support. The research conducted by [Nideffer \(2021\)](#) indicated that the coach is a mentor to the players and that he should establish effective ways to boost the players' performance. In addition, [Rocha and Osório \(2018\)](#) revealed that the best-performing players are backed by their highest-ranked coaches. This literature review provides the third research hypothesis.

According to Lane and McAlexander's (2020) research, the relationship between the coach and the team is beneficial because the coach directly influences the players' performance. [Stephen et al. \(2022\)](#) found that the coaches' favorable attitude toward the players' performance aids them in avoiding sports-related anxiety. According to the study by [Dehghani et al. \(2018\)](#), the primary performance of players is achieved when their coaches effectively motivate them to increase their performance and work in a better manner for playing. Moreover, [Castro-Sánchez et al. \(2018\)](#) argued that coaches with a strong working approach for players increase both the players' mental abilities and their game performance. [Wilczyńska et al. \(2021\)](#) found that players with a positive attitude are closer to their coaches because they consider the coach's support crucial to their game performance's success. The research of [Smith et al. \(2006\)](#) also indicated that the coach should encourage the players to improve their performance because the level of performance is the key to improved performance.

Additionally, [Panza et al. \(2020\)](#) said that the leadership behavior of the coach is essential for the enhancement of the performance of any team's players. According to [Fernández et al. \(2020\)](#), the players on the national football team are also influenced by the created high motivation of their coaches, who assist them while maintaining a positive relationship with the team. This literature review provides the fourth research hypothesis.

[Satinsky et al. \(2020\)](#) argued that players who believe their coach's assistance is vital for them to minimize their playing anxiety are psychologically fragile. Indeed, [Cranmer et al. \(2018\)](#) said that players must enhance their

work performance, which is the key to their organizational success. [Constandt et al. \(2018\)](#) found that players with negative attitudes do not play critically until their coaches urge them to improve their team performance. In the meantime, [Lee et al. \(2013\)](#) found that players in any team perform better when they are strongly driven to develop their ideology more effectively. The study by [Teques et al. \(2019\)](#) showed that the coaches' leadership conduct toward the team's players is beneficial for the players' team performance. The study by [Myers et al. \(2005\)](#) also demonstrated that the coach's support is significant to the team since it improves its performance. In addition, the coach's stimulation of players with a negative mentality enhances their team performance. The research by [Bhavsar et al. \(2019\)](#) shows that a coach's assistance is valuable to a

team since it enables individual players to develop and perform better inside the team. This literature evaluation provides the fifth research hypothesis. [Figure 1](#) depicts the structure of this investigation.

H1: *There is a relationship between psychological Control and sports anxiety.*

H2: *There is a relationship between the coaching relationship and sports anxiety.*

H3: *There is a relationship between coach support and sports anxiety.*

H4: *Coach relationship moderates between psychological Control and sports anxiety.*

H5: *Coach support moderates between psychological Control and sports anxiety.*

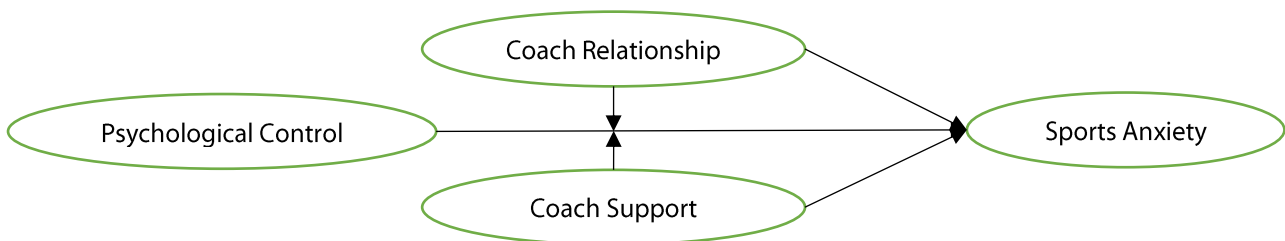


Figure 1. Sports Anxiety Model

Research Method

This examination has considered quantitative data for research purposes. The significance of the findings collected by this study stems from the employment of a "rating scale" that has been greatly refined by earlier studies reported in the literature. University-based academics have also established the "face validity" of these items. These researchers ensured that the items were appropriate for the study to get reliable data from the participants. The reviewers' approval is deemed appropriate for the "face validity" of these study items. In addition, the "Cronbach alpha" factor is considered to determine the validity of the items from the original study. In this method, the research considered "Cronbach alpha > 0.07" as the threshold for "items" that are statistically significant. Six (6) items for coach relationship have been adopted from [Sapyaprapa, Tuicomepee, and Watakakosol \(2013\)](#) to test its direct impact on sports anxiety and its moderating effect between psychological Control and sports anxiety. For these items, "Cronbach alpha > 0.87" is reported. In addition, six (6) items for coach support were adopted from [Jowett and Ntoumanis \(2004\)](#) to assess its direct influence on sports anxiety and its moderating influence between psychological Control and sports anxiety. For these entries, "Cronbach alpha > 0.83" is reported. Also, "Cronbach alpha > 0.81" is reported for six (6) items

derived from [Jowett and Ntoumanis \(2004\)](#) to evaluate the direct effect of psychological Control on sports anxiety in this study. Seven (7) scale items are developed by [Smith et al. \(2006\)](#) to evaluate the direct and moderating relationship of the "endogenous" variable of this study with other vital variables. Similarly, it is reported that "Cronbach alpha > 0.89" applies to these goods. The "rating items" for this research are listed in [Table 1](#). The study "items" are incorporated into the final questionnaire, and 700 questionnaires are printed. The "population" of the current study consists of Saudi Arabian college students who participate in various sporting activities. These studies are divided into two categories based on the gender of the participants since data collected from male and female students can provide more generalizable results for this research. The female and male students have agreed to give data for this study, but they do not wish to reveal their details. Therefore, respondents' "demographic information" is not contributed to the research. In addition, the study included "cross-sectional" data because this method of responding has been utilized in earlier research on sports anxiety. This research considers a "sample" of 471 respondents to generalize its findings' implications. In addition, the results of the "PLS measurement model" and the "PLS structural model" are utilized to determine the "convergent validity," "discriminant validity," and "path coefficient" for these study data.

Table 1

Measurement Scale

"Constructs"	Measurements
Coach Relationship	My coach is supportive of improving performance. My coach encourages me to perform better. My coach is devoted to my training. I believe my coach is sincere about my skills. The coach helps them learn better.
Coach Support	Coach always motivates me for better performing. The coach ethically supports me. The coach is a genius and morally supportive of game performance. The skills of my coach are appropriate for my training. The coach is the best mentor. The support of the coach helps me to win the game. I appreciate the support of my coach.
Psychological Control	I am mentally strong. I have emotional intelligence. I believe winning or losing is part of the game. I am satisfied with my coach training. I always play to win the game. My success is necessary for my team.
Sports Anxiety	I feel low when playing a game. I have a fear of losing. My performance is low with strong competitors. I should work more to win from others. I am not fit mentally to participate in the game. Game management skills are necessary for better performance. My team performance is low."

Data Analysis and Findings

To determine the "reliability" of the measurement, the study examined the "factor loadings" values. According to the

research by [Babbie, Wagner III, and Zaino \(2022\)](#), "factor loading indicates how well an item represents the underlying construct and must be greater than 0.70." [Table 2's](#) results demonstrate that the research has adequate "factor loadings."

Table 2

Factor Loadings

Indicators	Coach Relationship	Coach Support	Psychological Control	Sports Anxiety
CR1	0.879			
CR2	0.894			
CR3	0.906			
CR4	0.928			
CR5	0.914			
CR6	0.867			
CS1		0.867		
CS2		0.871		
CS3		0.890		
CS4		0.892		
CS5		0.884		
CS6		0.727		
PC1			0.897	
PC2			0.904	
PC3			0.899	
PC4			0.883	
PC5			0.896	
PC6			0.908	
SA1				0.892
SA2				0.894
SA3				0.893
SA4				0.902
SA5				0.919
SA6				0.928
SA7				0.877

Consequently, "Cronbach's alpha (α)" was utilized to assess the "reliability" of the acquired data. "composite reliability (CR) and extracted average variance (AVE)" According to the study conducted by [Tavakol and Dennick \(2011\)](#),

"Cronbach's alpha ($\alpha > 0.70$) is a measure of internal consistency, that is, how closely connected a group of items is. It is considered a measure of the trustworthiness of scales." [Figure 2](#) highlights the results of the "study."

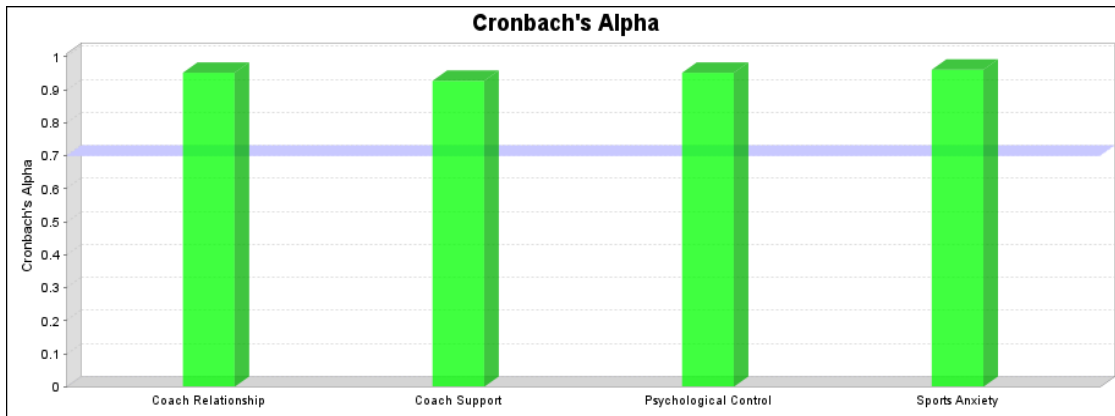


Figure 2. Cronbach Alpha

Likewise, the study [Alarcón, Sánchez, and De Olavide \(2015\)](#) reported, "composite reliability (CR > 0.70) is a measure of internal consistency in scale items,

much like Cronbach's alpha." The findings presented in [Figure 3](#) show that the research has significant "CR."

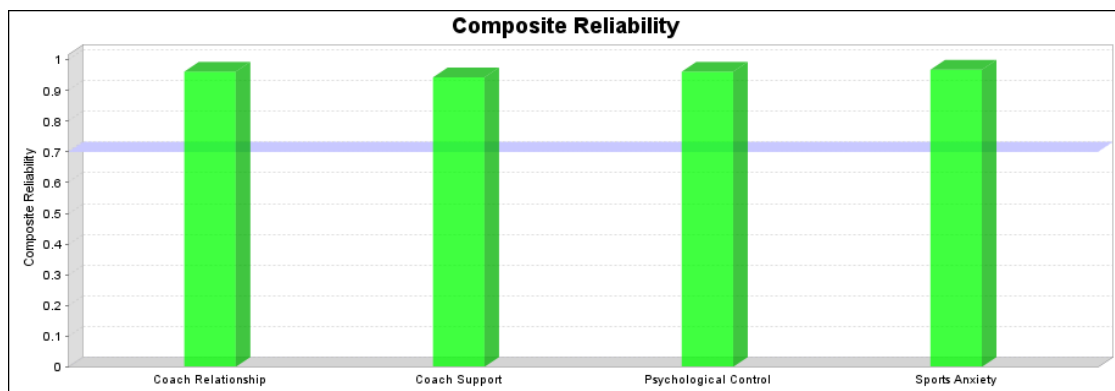


Figure 3. Composite Reliability

In addition, according to [Alarcón et al. \(2015\)](#), "average variance extracted (AVE > 0.50) is a measure of the amount of variance captured by a construct regarding the amount of variance due to measurement error."

[Figure 4](#) demonstrates that the research has a significant "AVE" value. [Table 3](#) displays the results of "Cronbach alpha, composite reliability, and average variance extracted."

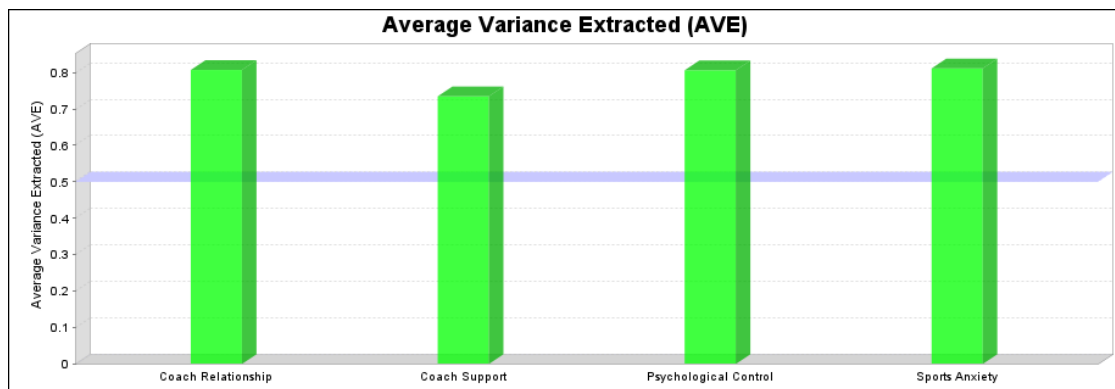


Figure 4. Average Variance Extracted

Table 3

Cronbach Alpha, CR, and AVE

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Coach Relationship	0.952	0.962	0.807
Coach Support	0.928	0.943	0.735
Psychological Control	0.952	0.961	0.806
Sports Anxiety	0.961	0.968	0.811

Two tests, cross-loadings and Heteritrait-Monotrait (HTMT) were used to examine the discriminant validity of the research. According to the study by [Ab Hamid, Sami, and Sidek \(2017\)](#), "discriminant validity examines whether or not concepts or measurements that are not expected to be related are unrelated." Moreover, according to the study by [Ab Hamid et al. \(2017\)](#), "cross-loading to establish discriminant validity at the item level implies a high

correlation between items of the same construct and a very weak correlation between items of a different construct." In addition, according to [Gold, Malhotra, and Segars \(2001\)](#), "the threshold of HTMT is debatable; the majority of publications recommend a value below 0.90." The significant findings of "HTMT" are provided in [Table 4](#). In addition, the results of "cross-loadings" are noteworthy, as seen in [Table 5](#).

Table 4

Discriminant Validity

	Coach Relationship	Coach Support	Psychological Control	Sports Anxiety
Coach Relationship				
Coach Support	0.811			
Psychological Control	0.791	0.782		
Sports Anxiety	0.675	0.759	0.738	

Table 5

Cross-Loadings

Indicators	Coach Relationship	Coach Support	Psychological Control	Sports Anxiety
CR1	0.879	0.830	0.872	0.616
CR2	0.894	0.822	0.849	0.567
CR3	0.906	0.866	0.849	0.608
CR4	0.928	0.860	0.867	0.576
CR5	0.914	0.848	0.846	0.607
CR6	0.867	0.803	0.815	0.592
CS1	0.866	0.867	0.822	0.549
CS2	0.846	0.871	0.815	0.526
CS3	0.886	0.890	0.862	0.597
CS4	0.841	0.892	0.831	0.599
CS5	0.815	0.884	0.811	0.595
CS6	0.581	0.727	0.604	0.622
PC1	0.841	0.830	0.897	0.693
PC2	0.849	0.815	0.904	0.588
PC3	0.844	0.813	0.899	0.586
PC4	0.845	0.829	0.883	0.657
PC5	0.852	0.841	0.896	0.649
PC6	0.864	0.819	0.908	0.636
SA1	0.604	0.686	0.645	0.892
SA2	0.570	0.641	0.604	0.894
SA3	0.580	0.655	0.619	0.893
SA4	0.625	0.681	0.645	0.902
SA5	0.597	0.662	0.637	0.919
SA6	0.630	0.691	0.689	0.928
SA7	0.568	0.668	0.630	0.877

The research findings of hypotheses are reported in Table 6 and Figure 5, considering the threshold of "t > 1.96 and p < 0.05". Furthermore, the outcomes of the first relationship are tested, and it is obtained that sports anxiety is positively influenced by psychological control " $\beta = 0.491, t = 2.577$ and $p = 0.010$ ". Likewise, the outcomes of the second

relationship are tested, and it is obtained that sports anxiety is positively influenced by the coaching relationship " $\beta = 0.534, t = 2.796$ and $p = 0.005$ ". Similarly, the outcomes of the third relationship are tested, and it is obtained that sports anxiety is positively influenced by coach support " $\beta = 0.731, t = 5.318$ and $p = 0.000$ ".

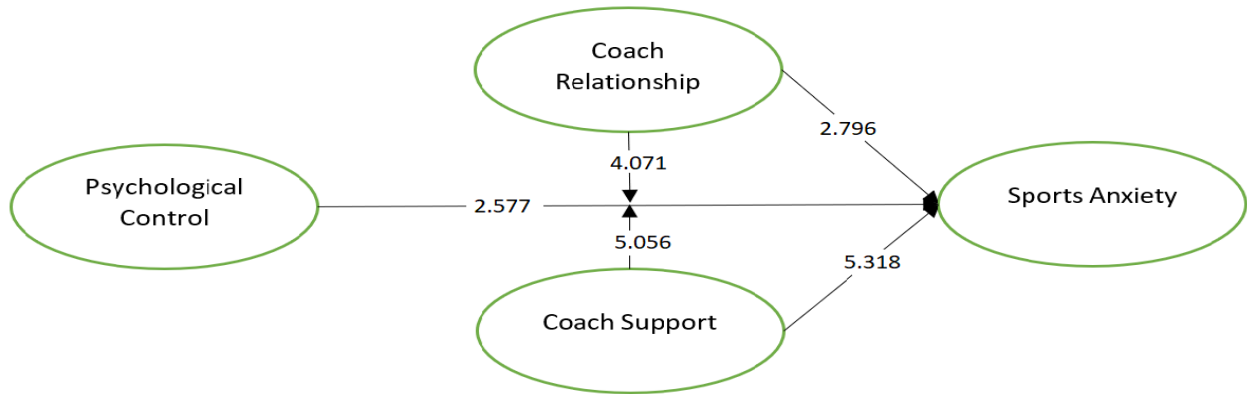


Figure 5. Structural Model

Accordingly, the outcomes of the fourth relationship are tested, and it is obtained that sports anxiety is positively influenced by psychological Control with moderating role of coach relationship " $\beta = 0.399, t = 4.071$ and $p =$

0.000". The moderation of coach relationships positively strengthens the connection between psychological Control and sport anxiety. These findings are reported in Figure 6.

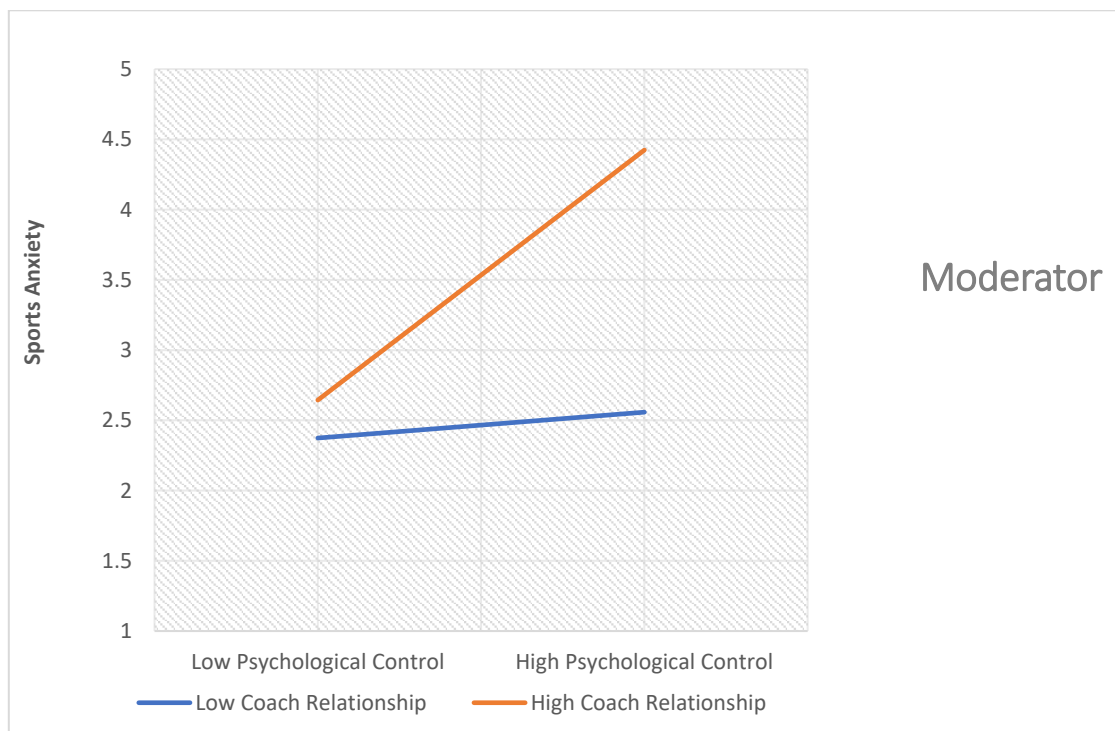


Figure 6. Moderating Effect 1

Consequently, the outcomes of the fifth relationship are tested, and it is obtained that sports anxiety is positively influenced by psychological Control with moderating role of coach support " $\beta = 0.268, t = 5.056$ and $p =$

0.000". The moderation of coach support positively strengthens the connection between psychological Control and sport anxiety. These findings are reported in Figure 7.

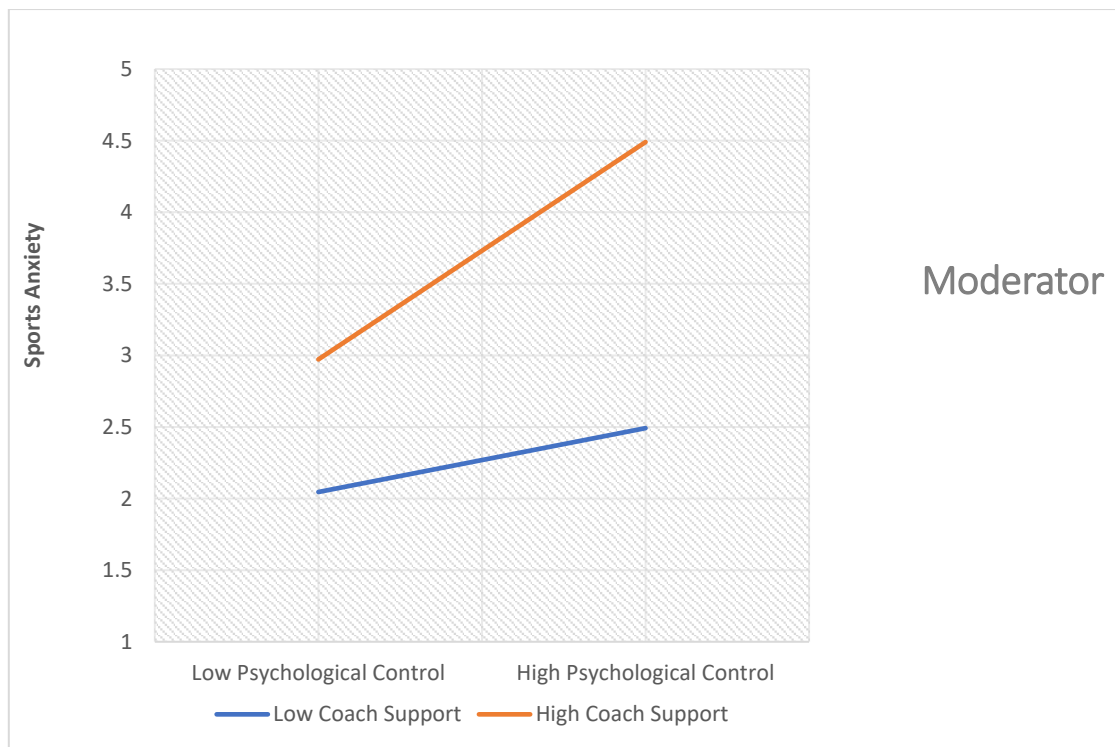


Figure 7. Moderating Effect 2

Table 6

Relationship

Relationship	Original Sample	Standard Deviation	T Statistics	P Values	Status
Psychological Control -> Sports Anxiety	0.491	0.190	2.577	0.010	Accepted
Coach Relationship -> Sports Anxiety	0.534	0.191	2.796	0.005	Accepted
Coach Support -> Sports Anxiety	0.731	0.138	5.318	0.000	Accepted
Moderating Effect 1 -> Sports Anxiety	0.399	0.098	4.071	0.000	Accepted
Moderating Effect 2 -> Sports Anxiety	0.268	0.053	5.056	0.000	Accepted

Discussion and Conclusion

This study's findings are based on the outcomes of the "PLS structural model." The research has found that psychological control influences sport anxiety positively in Saudi Arabia. In this manner, the current study's findings are compared to those of earlier research. [Satinsky et al. \(2020\)](#) stated that a player's behaviors and outlook on the game directly affected their success. According to [Cranmer et al. \(2018\)](#), proficient players must execute well. According to [Constandt et al. \(2018\)](#), clubs may tolerate players with less training, but they cannot tolerate players with low motivation or poor psychological Control. According to the research conducted by [Lee et al. \(2013\)](#), even though many athletes are training more, their negative attitudes and sports-related anxiety are hindering their performance. According to [Teques et al. \(2019\)](#)'s research, players must avoid all sorts of worry because these internal conflicts hinder their performance.

Similarly, [Myers et al. \(2005\)](#) observed that players with a favorable mental attitude toward the game are more effective when they try to enhance their performance. [Reynders et al. \(2019\)](#) found that whereas players with an optimistic view are more effective in the competition to win their games, those with a negative outlook perform less well. According to the research conducted by [Bhavsar et al. \(2019\)](#), physically and psychologically sound athletes who are not affected by external influences have a positive work ethic. This comparison and contrast demonstrate that the conclusions of this study are valid.

Second, the research has established that coach connections in Saudi Arabia positively affect sports anxiety. Comparable comparisons are made between the findings of this study and those of prior research. According to [Panza et al. \(2020\)](#), when a coach introduces new working methods to his team, the team members should be cordial with him because they can advise him on the best way to improve performance. According to research by [Ruffault et al. \(2020\)](#), the best

coaches are friendly with their squads, while the worst are not. The players must respect the coach because he motivates and prepares them to perform efficiently under pressure while they are team members. Rocha and Osório (2018) suggested that the link between the coach and the players is strong and that this relationship can improve team performance and boost player attitude toward game performance. Stephen et al. (2022) suggested that the coach is the most significant person in each game because their performance judges his working style and instruction of the players. According to Stephen et al. (2022), players attempting to improve their performance must adhere to their coaches' directions. Castro-Sánchez et al. (2018) stated that a coach's role is vital to a player's development and performance and that they should have a positive rapport. Wilczyńska et al. (2021) found that the coach's effective working behavior in the team is vital to the players' success because the coach motivates the team to be unconcerned about challenges. This comparison and contrast demonstrate that the conclusions of this study are valid. Thirdly, the data demonstrates that coach assistance positively influences sports anxiety. In addition, the conclusions of this study are compared to those of earlier research published in scholarly journals. In addition, Bhavsar et al. (2019) underlined that coaches who wish to improve the performance of their players must exert more effort to attain better results. According to De Backer et al. (2022), a player's positive attitude and psychological connection to their performance are vital to their success in sports. The research conducted by MacDonald et al. (2020) revealed that the trainer is a mentor to the athletes and should design effective programs to increase the players' performance. Moreover, Lefebvre et al. (2021) asserted that the athletes with the finest results are certainly motivated by their renowned trainers. According to González-García et al. (2022), gamers who are mentally challenged typically feel game anxiety. According to Matute-Chavarria et al. (2022), players who are poorly prepared for the game are the most susceptible to sports anxiety. According to research by Cranmer et al. (2018), coaches should be able to alleviate their players' sports anxiety since a coach's support is adequate to alleviate a player's anxiety. Constandt et al. (2018) asserted that players' anxiety levels might fluctuate over time but that the team leader and the coach must monitor their development. This comparison and contrast demonstrate that the conclusions of this study are valid. Fourthly, the research has found that psychological Control positively influences sports anxiety, with the coach-athlete connection as a moderator. In addition, the present study's findings are compared to those of earlier research. According to Bhavsar et al. (2019), players with a positive

attitude are closer to their coaches because they believe that the coach's support is crucial to the team's performance. The study by Reynders et al. (2019) also showed that coaches should push players to exert maximum effort because performance level is the key to enhanced performance. In addition, Myers et al. (2005) suggested that the leadership style of the coach is crucial for the success of any team's players. Teques et al. (2019) concluded that the coaches of the national football team, who supported them and fostered a positive rapport with the team, also had a substantial impact on the players. According to Lee et al. (2013), the beneficial relationship between the coach and the team stems from the coach's direct capacity to motivate the players to perform better. That is the case. According to Constandt et al. (2018), the players' ability to resist sports-related anxiety is enhanced by coaches' positive attitudes regarding their efforts. According to Cranmer et al. (2018), a player's significant performance comes when their teachers appropriately push them to improve their performance, and better prepare them for playing. In addition, Satinsky et al. (2020) suggested that coaches with a strong working style for the players strengthen the mental capacities of the players to improve their game performance. This comparison and contrast demonstrate that the conclusions of this study are valid.

The research has concluded that psychological Control favorably influences sports anxiety, with coach assistance playing a moderating function. To determine the validity, the findings of this research are compared to those of earlier investigations. According to Matute-Chavarria et al. (2022)'s study, players might increase their performance on the team by emulating their coaches' leadership qualities. The study by González-García et al. (2022) also stressed the importance of a coach's support for a team, as it improves a squad's performance. In addition, motivating players with negative psychological qualities might enhance their team performance. Lefebvre et al. (2021) demonstrated the significance of a coach's aid to a team since it promotes each player's personal growth while simultaneously enhancing the team's performance. According to MacDonald et al. (2020), emotionally fragile players believe their coach's encouragement can assist them in overcoming their pre-game anxiety. De Backer et al. (2022) stated that the athletes' ability to perform at work must be enhanced to achieve organizational success. According to Bhavsar et al. (2019), players with a poor attitude will not begin to perform poorly until their coaches convince them to do better for the team. In the meantime, Reynders et al. (2019) found that athletes in any team perform significantly better when they are highly motivated to progress their ideology. This comparison and contrast demonstrate that the conclusions of this study are valid.

Theoretical and Practical Implications

This research is an essential contribution to the body of knowledge because it has proven substantial discoveries that are highly effective in combating Saudi Arabian athletes' sports anxiety. Initially, the research revealed that coaches are required to improve the mental capacity of their players because their mental attitude is a significant cause of their worry. The coaches must enhance the players' perceptions of their games based on these perceptions. The players can perform well and earn the prize. In addition, the research revealed that the coach should have a favorable relationship with the players since a positive relationship between the coach and the players is a prerequisite for building effective planning. The research also revealed that the coach should focus on the psychological Control of the players, as psychological Control is a prerequisite for a more positive mental attitude and healthy behavior. The study also revealed that coaches are essential to perform well within their team to boost the team's mentality and performance. However, this study also found that the positive relationship between the player and the coach is the cause of the player's ability to overcome sports anxiety and the formation of a more positive psychological attitude for optimal class performance. Thus, this research is practically significant, as it elucidated the required methods for enhancing the performance of athletes and a countermeasure for sports anxiety.

Theoretically, this study has offered an amazing new model for sports anxiety, consisting of three direct relationships and two moderating associations. This model contributes to the hypothesis that psychological Control affects sports anxiety, a relationship that had not been considered in earlier research. In addition, the research model contributed to the hypothesis that coach support directly affects sports anxiety, a relationship that had not been considered in prior studies. In addition, the model stressed the assumption that sports anxiety is influenced by coach relationships, even though this direct relationship had not been considered in earlier research. In addition, the research added to the literature that the association between psychological Control and sports anxiety is positively modulated and strengthened by the coach-athlete relationship. Before this

study, this association was not available in the literature. The study concluded by adding to the literature that the association between psychological Control and sports anxiety is positively controlled by coach support and strengthened by the coach-athlete relationship. Therefore, this research is theoretically relevant because it revealed new linkages in understanding sports anxiety.

Limitations and Future Directions

Although this research is based on a novel concept and theoretical framework, it contributes to our understanding of sports anxiety. In addition, the study produced exceptional practical and theoretical consequences essential for combating sports anxiety in practice and advancing the knowledge of sports anxiety respectively. Significantly, the research findings suggest potential future approaches based on the literature that provides researchers with new insight for examining additional linkages in the sports anxiety model. The research is limited in that only the moderating influence of coach-athlete relationship and coach support between psychological Control, and sports anxiety has been found. Indeed, this study demonstrates that researchers are directed to examine the moderating function of mental health behavior regarding psychological Control and sports anxiety.

Similarly, this study emphasizes that researchers are encouraged to examine the moderating impact of perceived player behavior in the relationship between psychological Control and sports anxiety. Similarly, this study emphasizes that researchers are encouraged to explore the moderating effect of parental motivation on the relationship between psychological Control and sports anxiety. This study concludes by emphasizing that researchers are urged to examine the role of emotional intelligence as a mediator between psychological Control and sports anxiety.

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