

The Importance of Coach Leadership Behavior and Parent Involvement in Developing Life Skills in Young Athletes: An Investigation in Sports Development

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Received May 17, 2023; Revised May 3, 2024; Accepted May 27, 2024

Cite This Paper in the Following Citation Styles

(a): [1] Sulistiyono, Sigit Nugroho, Ahmad Nasrulloh, Loui P Gula, Rizki Mulyawan, Satya Pradana, Dewangga Yudhistira, "The Importance of Coach Leadership Behavior and Parent Involvement in Developing Life Skills in Young Athletes: An Investigation in Sports Development," *International Journal of Human Movement and Sports Sciences*, Vol. 12, No. 3, pp. 592 - 597, 2024. DOI: 10.13189/saj.2024.120316.

(b): Sulistiyono, Sigit Nugroho, Ahmad Nasrulloh, Loui P Gula, Rizki Mulyawan, Satya Pradana, Dewangga Yudhistira (2024). *The Importance of Coach Leadership Behavior and Parent Involvement in Developing Life Skills in Young Athletes: An Investigation in Sports Development*. *International Journal of Human Movement and Sports Sciences*, 12(3), 592 - 597. DOI: 10.13189/saj.2024.120316.

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Abstract Background and Study Aim: Achievement sports not only discuss wins and losses, but it is important to discuss other aspects, namely parental involvement and coach leadership behavior toward the life skills of young athletes. Material and Methods: A correlational study was conducted with 281 athletes of both genders, aged 14-15, who participated in football, basketball, volleyball, swimming, tennis, and archery. Data were collected through a questionnaire using instruments such as the coach behavior scale (CBS-S), parent involvement in sport questionnaire (PSIQ), and life skills scale for sport (LSSS). The collected data was analyzed using statistical techniques such as correlation and multiple regression analysis, utilizing SPSS version 23 software. Results: The results of the study revealed that coach leadership behavior and parent involvement had significant effects ($p < 0.05$) on the life skills of young athletes, thus supporting the first and second hypotheses. The combined effect of coach leadership behavior and parent involvement on the life skills of young athletes were also found to be significant ($p < 0.05$), thereby supporting the third hypothesis. Conclusions: Based on the results of this study, it can be concluded that coach leadership behavior and parent

involvement have a partial and simultaneous significant relationship with the life skills of young athletes in achievement sports. Therefore, it is recommended that the evaluation of these factors should be considered essential in the assessment and evaluation of sports development outcomes for all parties involved.

Keywords Coach Leadership Behavior, Parent Involvement, Life Skills of Young Athletes, Achievement Sports Development

1. Introduction

The concept of achievement sports is centered around success in athletic competitions and the attainment of the highest level of performance by individuals and teams [1]. Furthermore, the success of athletes is largely dependent on their ability to perform well in their chosen sport [2]. The pursuit of success in sports is a complex process that involves the interplay of various internal and external factors [3], [4]. This emphasizes the significance of

training athletes from a young age to cultivate their skills and reach their peak performance level in their senior years.

Measuring success in sports should not be limited to the number of wins and losses, but should also take into consideration the overall growth and development of the individual [5]. This underscores the significance of sports participation, which can imbue individuals with valuable skills such as goal setting, time management, emotional intelligence, interpersonal communication, social skills, leadership, problem-solving, and decision-making [6], [7]. Studies have shown that sports participation can improve physical health, cooperation, and communication skills [8], [9]. Additionally, sports can contribute to the development of individuals in terms of morality, empathy, self-development, goal-setting, and adaptability to their environment [8], [9].

Clements and Meyler [10] stated that sports participation offers numerous benefits, such as identity exploration and reflection, cognitive skill development, time management, problem-solving, leadership skills, relationships with a diverse group of friends, a sense of responsibility, and strong family relationships. This is supported by the previous study that the training process in sports provides positive personality and socialization skills [11].

The impact of positive and negative benefits on young athletes is influenced by their interactions with others and the broader context [12]. In sports, these interactions occur between athletes, coaches, and parents. The involvement of parents, such as providing support through praise and encouragement, can enhance the enjoyment and participation of athletes in sports [12]. However, directives and criticism of children reduce their motivation to participate in sports [12]. Excessive pressure from parents to win every competition is not recommended, as it contributes to negative outcomes, including decreased enjoyment and decreased commitment to training [12]. Therefore, encouragement and support are significant factors in athlete participation in sports [12].

In addition to parent involvement, the role of a coach is noteworthy. Coaches have a complex impact on sports development [13] and possess the capacity to influence athletes [14], [15]. However, there is still a lack of understanding about the mechanisms and reasons behind the varied positive development experienced by young athletes during sports participation [8]. Furthermore, the quality and behavior influencing sports at a young age are still poorly understood [16]. Studies stated that program design and parent influence are basic factors that positively and negatively affect sports [17].

The relationship between coach leadership behavior, including physical training, technical skill, mental preparation, goal setting, competition strategies, personal rapport, and negative personal rapport, as well as parent involvement such as praise, understanding, guiding behavior, and pressure behavior towards young athletes'

life skills including teamwork, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, and problem-solving, in achievement sports development has received adequate attention.

Studies related to coach leadership styles have existed that examine such as athletes' perceptions of coach leadership styles with academic performance outcomes in basketball players, with the result that coach behavior must be in accordance with the situational and individual athlete's needs [18]. Studies from Perera et al state that the leadership style of coaches in their duties affects the success of performance in the team [19]. A correlational study from Ekstrand et al found that there was a meaningful relationship between injury rates and coach leadership style, meaning that certain types of leadership behaviors can have a stressful impact on athletes' well-being and health [20].

In addition, Teques et al conducted research on parental involvement in sports that focused on instrument development [21], then recently a study from Ikpató et al conducted research on the effect of parental involvement on the achievement of young athletes, with the result that young athletes need parental support who can act as volunteers, coaches and financial support for optimal achievement [22].

Most of these studies focused on team and team sports, focusing only on academic achievement, the relationship of leadership style to athletes' stress levels and simply testing the validity of parental involvement instruments in sports. While other important aspects received less attention in previous studies. In this context, this research provides urgency to fill the gaps in previous research, and research related to leadership style parental involvement in athlete achievement is an interesting topic.

This becomes an interesting topic of discussion where winning in competitions and reaching the highest podium in the development of young athletes cannot accurately predict their enjoyment, continued training, and improvement in their spirit [23]. A systematic analysis of specific literature provides insight into the significance of parents' and coach's involvement in achievement sports development at a young age.

Further research is needed to interpret and synthesize the simultaneous relationship between coach leadership behavior and parent involvement in young athletes' life skills. Therefore, this study evaluates the relationship between coach leadership behavior and parent involvement in young athletes' life skills in achievement sports development. The three hypotheses proposed in this study stated that coach leadership behavior, parent involvement, and their combination have relationships with athletes' life skills. The generalization of the results of this study has the potential to enrich and uncover previously undiscovered significant statistical relationships between the studied variables [24].

2. Materials and Methods

This correlational study involved 281 athletes from various sports, such as football, basketball, volleyball, swimming, tennis, and archery. Participants were selected based on criteria such as 6 months of training in a sports club before data collection, a frequency of three weekly training sessions, competition participation, and two years of training experience. The athletes, consisting of both male and female genders, ranged in age from 14 to 15. Their motivation for participating in sports included improving health, pursuing achievement, and winning. Before participation, the athletes were required to read and carefully consider all stages and procedures of the study.

2.2. Research Design

This research has obtained permission from the research ethics committee of Yogyakarta State University. Athletes were recruited from young sports clubs through coordination with club leaders and sports managers. The data collection instrument was a questionnaire distributed through media and communication groups by the sports managers, with an accompanying explanation about the purpose of the study. Participants were willing to fill out

the questionnaire optimally.

Coach leadership is measured using the coach behavior scale (CBS-S) [25]–[27]. The athletes were instructed to evaluate the frequency of coach involvement in each type of leadership behavior on the measurement scale. The Parent Involvement in Sport Questionnaire (PSIQ) (39) measures parent involvement. It is completed by participants responding to questions from items 1 (never) to 5 (always). Meanwhile, the Life Skills Scale for Sport (LSSS) [28] is employed to measure the life skills of athletes, with answers being provided on a scale from 1 (not at all) to 5 (a lot). Previous studies have used all instruments, showing good validity and reliability [28].

2.3. Statistical Analysis

This study employs correlational and multiple linear regression analysis techniques, utilizing SPSS version 23. The assumptions of the statistical tests are fulfilled.

3. Results

Below the author presents the results of multiple linear regression calculations as follows:

Table 1. Hypothesis Test Results of Coach Leadership Behavior on Athletes' Life Skills

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.Error	Beta		
(Constant)	4.088	0.103		39.607	0.000
Coach Leadership Behavior	-.079	0.035	-.134	-2.256	0.025

Table 2. Hypothesis Test Results of Parent Involvement on Athletes' Life Skills

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.Error	Beta		
(Constant)	4.128	0.108		38.049	0.000
Parent Involvement	-.093	0.037	-.149	-2.520	0.012

Table 3. Hypothesis Test Results of Coach Leadership Behavior and Parent Involvement on Athletes' Life Skills

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.777	2	0.889	3.188	0.043
Residual	77.484	278	0.279		
Total	79.261	280			

Based on Table 1, the significance value for the effect of coach leadership behavior on athletes' life skills is $0.025 < 0.05$. As a result, H1 is accepted, indicating that the independent variable affects athletes' life skills. This means that there is a meaningful relationship between the leadership behavior of coaches and the life skills of young athletes.

The analysis results, as shown in table 2, indicate that the significance value for the effect of parent involvement on athletes' life skills is $0.012 < 0.05$. As a result, H2 is accepted, implying that the independent variable affects athletes' life skills. This means that there is a meaningful relationship between parental involvement in the life skills of young athletes.

Based on table 3, the significance value for the effect of coach leadership behavior and parent involvement on athletes' life skills is $0.043 < 0.05$. As a result, H3 is accepted, implying that these independent variables simultaneously affect athletes' life skills. This means that there is a meaningful and equally important relationship between athletes' leadership behaviors and parental involvement in athletes' life skills in achievement sports.

4. Discussion

Achieving success in sports is a complex process [29]. It requires long-term development programs to support athletic excellence. The theory of long-term athlete development, which advocates for the implementation of a holistic approach in athletic training, teaches young athletes physical literacy as well as important values such as self-confidence, respect, and teamwork [30], [31].

Long-term athlete development focuses on gaining achievement and developing skills to become responsible, disciplined, and respectful [30], [32], [33]. Therefore, athlete development, including affective, cognitive, and psychomotor, is continuously developed early to provide future support and optimal performance [34]. This certainly requires the important role of coach leadership behavior and adequate parent involvement.

The test results of the first hypothesis showed a significance value of $0.025 < 0.05$, indicating that it is accepted. This implies that coach leadership behavior is significantly related to young athletes' life skills in achievement sports development. The test results of the second hypothesis showed a significance value of $0.012 < 0.05$, indicating that it is accepted. This implies that parent involvement is significantly related to young athletes' life skills in achievement sports development. The test results of the third hypothesis showed a significance value of $0.043 < 0.05$, indicating that it is accepted. This implies that coach leadership behavior and parent involvement simultaneously correlate with athletes' life skills in achievement sports development.

The role of a coach in achievement sports development is very complex and important as a substitute for parents in

training activities by providing direction and guidance to athletes to achieve victory in competitions [35]. The coach has a broader role than a teacher by supervising athletes both during training and at every step and movement [36]. Therefore, the athletes become individuals with good moral character inside and outside the competition arena [35]. A previous study stated that the coach's broad and experienced vision greatly influenced the success of an individual athlete or team [37]. Therefore, coaches should possess both practical and academic understanding and a wealth of sports experience to guide their athletes to the top of the podium [13].

Coaching is critical in shaping the culture of both teams and individual sports [38]. Effective culture demands a coach's effective communication skills, impacting the quality of relationships and achieving goals and objectives in and out of sports [8], [39]. Furthermore, in its implications, the coach behavior scale instrument is useful in providing feedback and improving coaching strategies for leading and managing training [8]. Additionally, coach leadership and parent involvement are inseparable in achievement sports development.

Parent involvement in early achievement sports development is vital to gaining success [40]. It serves as a spearhead of the athletes' success [41]. Research showed that parents with a keen interest in sports tend to motivate and encourage their children to participate [12]. Furthermore, further analysis stated that the fathers' involvement has a greater impact on inspiring both male and female children to engage in sports [12]. The family, especially parents, plays a vital role in the sports socialization process of children, with parents being more significant social agents than siblings [12]. The influence of fathers makes them the most impactful socialization agents for male and female children's sports participation [12].

These results can be used to reflect and evaluate coach leadership behavior in developing achievement sports for young athletes. Moreover, based on empirical facts, parent involvement plays a crucial role in influencing the success of young athletes [12]. Also, perceptions are an important source of data that should be evaluated because development behavior impacts the quality of sports experience and subsequent achievement [26].

5. Conclusions

This study assessed the relationship between coach leadership behavior and parental involvement with the life skills of young athletes in sports achievement coaching. Based on the results and discussion, it can be concluded that leadership behavior, parent involvement, and their combination have a significant relationship with young athletes' life skills in achievement sports development. Assessing athletes' perspectives on coach leadership and parent involvement is an essential matter as a material for

reflection and evaluation in achievement sports development for all parties involved, including teams and individuals. However, it is necessary to understand the limitations of this study, namely this study only focuses on survey studies with a correlational approach, and a comprehensive method is needed based on experimental or longitudinal intervention so as to obtain empirical facts. Therefore, future research needs to be examined more deeply so as to cover the gaps in the author's research.

Acknowledgements

The authors express their gratitude to Yogyakarta State University, the club management, and the athletes for their support and collaboration in the successful completion of this study.

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