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SPORTS ANXIETY OF ATHLETES AND THEIR COPING SKILLS

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Abstract:
This study examined sports anxiety and coping skills in high school students from the Davao del Sur Division using online survey questionnaires for 101 participants who are high school students from three major public schools in Davao del Sur. To address the study hypotheses, correlation analysis using Pearson's product-moment correlation, mean, and linear regression was used. Sports Anxiety among athletes is moderate; the results also showed that the athletes' coping skills are at a high level; In addition, there is a significant correlation between sports anxiety and the coping strategies of athletes; However, there is no significant impact of the range of sports anxiety on athletes' coping skills.

Keywords: sports anxiety, coping skills, athletes, regression, Philippines

1. Introduction

In sports, the ability to cope up with stress or emotional process is essential. This process is very critical for athletes to achieve both their athletic goals and psychological well-being. With regard, athletes are reported to be lower in coping with emotional stress than non-athletes (Martin, 2018). Additionally, Cosh and Tully (2015) revealed that athletes have very few coping strategies to overcome the stress that impact athletes' performance, emotion, cognitive regulation, and psychological well-being (Crocker, Tamminen & Gaudreau, 2015).

Coping abilities are utilized by athletes and have been found to have huge ramifications. For example, the improvement of adapting abilities is related to positive

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emotional results, while aversion adapting is identified with more adverse full of feeling outcomes in competitors (Malone, Kern, Klueh and Eisenberg, 2020; Kaplánová, 2020; Kroshus, 2017; Beckford, Poudevigne, Irving, and Brilliant, 2016). Besides, Ragab (2015) claims that competitors' adapting abilities and mental sturdiness are identified with their presentation. Hence, understudy competitors need to foster their psychological, social adapting abilities procedures to accomplish an effective and agreeable exhibition.

Sports anxiety can be a good indicator of athletes' coping skills. Further, many studies showed that anxiety level is related to the athletes' coping skills and development (Pons, Ramis, Viladrich & Checa, 2020; Ford, Ildefonso, Jones & Arvinen-Barrow, 2017). Furthermore, there are various perspectives on competitors' determination of coping skills and adapting viability of saw uneasiness level, seen controllability of the wellspring of tension, burnout, functional work level, and mentality (Alsentali and Anshel, 2015). Competitors utilize different coping skills to control and oversee tension before going out of hand (Kucharski, Strating, Cameron, and Pascual-Leone, 2018). Subsequently, coping mechanisms are being employed for a given sports anxiety.

The researcher found limited studies on sports anxiety and the coping skills of athletes, so the researcher was keen to investigate whether there was a significant association between sports anxiety and the coping skills of athletes and to determine which area of sports anxiety had a better impact has on the coping skills of athletes, so this study represents a generation of new knowledge that can make a specific contribution to the field of sport and education.

2. Literature Review

2.1 Sports Anxiety

An individual feels intellectually upset; he is supposed to be feeling restless. Concerning uneasiness in actual schooling and sports exercises, it is said that anxiety is generally expected in the climate of the cutthroat game. Tension and sports are profoundly related (Correia and Rosado, 2018; Martiny et al., 2015). Besides, Verdager, Abad, and Mas (2016) expressed that anxiety is not in every case terrible. It assumes a part in competitors' exhibitions. It plays a role in athletes' performance. It helps the players in focusing and alerting in performing their actions (Salmon, 2001).

Many elements are considered in delivering anxiety. These can happen straightforwardly previously or during an assignment performed or a drawn-out period before the game presentation. Moreover, tension was seen multi-dimensionally: physical and mental (Sanioglu, Ulker, and Tanis, 2017; Stubbs et al., 2017). First is the actual segment (physical nervousness), including expanded pulse, pressure, perspiring, and shuddering (Schwartz, Davidson, and Goleman, 2017). Second, the psychological segment (intellectual uneasiness) incorporates stress, pessimism, and self-question (Brumm, 2015). These can disturb attentional cycles and other intellectual capacities (Smith, Smoll, and Wiechman, 2007; Smith and Smoll, 2004).

Somatic Trait Anxiety as the first indicator of anxiety was defined by Speilberger (2010) and is widely accepted. According to him, it is relatively stable that individual differences in anxiety proneness are regarded as personality dispositions or traits (Smith et al., 2007). Furthermore, somatic trait anxiety refers to an individual's physiological and affective response to any competition threat (Vealey et al., 1990). Research shows that more highly trait-anxious athletes have more significant somatic state anxiety and lower self-confidence (Ryska, 2003). There are three anxiety symptoms: cognitive, behavioral, and somatic anxiety (Cox, 2007). Somatic is referring to physical appearance. Indications of these are solid strain, moist hands and feet, expanded pulse, perspiring, butterflies in the stomach, and others when physical nervousness excites these side effects will rise (Pelser-Carstens, Keyser & Surujlal, 2015). Trait anxiety is an inclination to assess sport circumstances where athletic execution can be considered undermining with differing power state uneasiness responses.

As the second indicator, Concentration Disruption is defined as a person's ability to use mental effort on what is essential in any situation (Moran, 2002). Moreover, according to Grossbard et al. (2009), concentration disruption is the athlete's difficulty in focusing on the essence of the task to be performed which prevents him/her from having a clear mindset during the competition (as cited in Chamoro, Moreno, Garcia-Calvo & Torregrossa, 2020). Thus, the term concentration disruption is close in meaning to focus and attention. Concentration in-game and exercise settings regularly comprise four sections, zeroing in on significant prompts in the climate, keeping up with attentional concentration over the long haul, the consciousness of the circumstance, and moving the attentional center when vital (Weinberg & Gould, 2003). Furthermore, MacCarthy, Allen, and Jones (2013) propose that concentration disruption in student-athletes is related to unpleasant emotions like unhappiness, anxiety, and interfering thoughts. Hence, coping with concentration disruption could be considered an adequate provider of cognitive skills that positively influence an athlete's development.

As a third indicator, Worry usually negatively influences any sports performance (Moritz & Feltz, 2000). It means being anxious or troubled about actual or potential problems (Cigrovski et al., 2018). Many athletes performing at the highest level can cause a certain degree of worry, leading to several negative consequences, including unhelpful thinking patterns and physiological symptoms like increased heart rate, muscle tension, and sweating (Dunn, Gotwals & Lizmore, 2019).

Cognitive anxiety is one characteristic trademark of stress (Blecharz et al., 2014). It further expresses that individuals inclined to encounter anxiety will, in general, be a concern since they have an attentional attitude to see situational dangers. Individuals delegated high attribute restlessly would, in general, stress more as often as possible over different worries than people with low nervousness qualities (Correia and Rosado, 2019; Khan et al., 2017; O'Donoghue and Neil, 2015; Cresswell, and Hodge, 2004). It suggests that stress identifies with nervousness.

2.2 Coping Skills among Athletes

The competition is the culmination of physical and mental training for athletes. Coping skills are an individual's ability to adapt to conditions that are currently beyond their adaptive abilities (Hanton, Mellalieu & Williams, 2015). Furthermore, Vidic, Martin, and Oxhandler (2017) said that it is a constructive way of handling stressful situations in which a particular person successfully eliminates stress and performs positively. The use of coping skills during competitions significantly impacts athletes (Belem et al., 2014). Thus, athletes should train their coping skills as preventive measures against failure (Kaplanova & Gregor, 2019). The failure to cope with certain anxiety during sports competitions may lead to undesirable changes in the behavior process of an athlete (Stolarski, Walerianczyk & Pruszczak, 2019). Coping skills comprise explicit intellectual cycles or activities that decrease the force of apparent tension (Spielberger, 2019). Besides, coping skills are more unsurprising because they reflect auras, inclinations, and propensities, bound to mirror a competitor's sex and culture (Hoedaya & Anshel, 2003).

The first indicator for coping skills is coping with adversity. According to Milavic et al. (2013), this will generally stay positive and excited, stay quiet and controlled, and ricochet back rapidly from botches. Moreover, this likewise alludes to the capacity to remain genuinely steady and positive in each game execution or contest, whatever situation, and utilize other mental abilities and adapting procedures (Weinberg & Gould, 2011). Thus, coping with adversity is one of the athlete's coping methods with difficulties during the performance (Wilson et al., 2019). The second indicator of coping skills among athletes is coachability. It implies that athletes can open and gain from guidance and acknowledge productive analysis without thinking about it literally and becoming upset (Milavic, 2013). Notably, coaches can firmly impact youthful competitors' game encounters (Fry and Gano-overway, 2010). The coaches' objectives they set, the mentalities and qualities they teach, and the idea of their relationship can significantly impact the impacts of game investment on the competitor (Iwasaki, 2015) Coachability means how open to and learns from instruction (Cruz & Kim, 2017; Farrow et al., 2016), accepts constructive criticism (Cranmer, Brann & Weber, 2018) without taking it personally or becoming upset. This outcome could be because players propel themselves at a more superior level to contend and meet all requirements for any game (Smith 2002). Essential or correctional criticism from coaches can summon undeniable degrees of negative feelings in young ones who dread disappointment and objection, adding to an undermining athletic climate (Little et al., 2007). Conversely, with athletes who have unsafe collaborations with their coaches, youngsters who see their coaches as steady experience more elevated levels of game satisfaction (Choi, Choi, and Kim, 2019)

The third indicator of coping skills is concentration. Amidst all the distractors around and at the same time the anxiety within, as an athlete, one must show total concentration in any sporting competition for him/her to attain a satisfying outcome or performance (Moran, 2016). Concentration is a skill an athlete must master to get the goal he/she wants in any sports event, and that is winning (Khanjari, Ameri & Garooei, 2015). Concentration is the process by which all thoughts and senses focused totally upon a selected object or activity to exclude everything else. Recognizing this factor is vital as it

affects sports performance and controls arousal and anxiety (Shweta and Deepak, 2015). The concentration as an indicator discusses the athletes' own choice of degree just as the length of mental exertion utilized for the thought of explicit occasion or data (Moran, 2016). Concentration is the capacity to zero in on the job needing to be done and to have the option to keep up with this capacity for an athlete not to be quickly drawn off track her degrees of game delight (Choi, Choi and Kim, 2019). Hence, concentration plays a significant role in determining performance (Love, Kannis- Dymand & Lovell, 2018).

The fourth indicator of coping skills is confidence and motivation; athletes consistently give higher efforts and work hard to improve their skills (Almagro, Saenz-Lopez, Moreno-Murcia & Spray, 2015; Milavic, 2013). In addition, motivation prompts a person to direct their behavior towards achieving specific goals (Tamir, 2016), thereby predisposing the athlete to participate in or avoid a particular competition. Motivation is a virtual drive (Siegling and Petrides, 2020) that can propel athletes to submit an enormous piece of their lives to accomplish individual objectives (Chan et al., 2015). On the other hand, among the essential elements of a psychological factor determining sports performance is confidence (Beaumont, Maynard, Butt, 2015). Furthermore, Morris and Koehn (2004) defined confidence as the trustor level of certainty a player possesses to perform well during competition. Confidence is a critical development outcome for student-athletes based on its influence on motivation in sports (Vealey, Chase & Cooley, 2017). Confidence and motivation are significant players in how an athlete deals with anxiety during any sporting event (Heydari, Soltani & Mohammadi- Nezhad, 2018). When athletes perceive high confidence, their motivation to perform well in their sports enhances (Ishan, Ekici, Soyer & Eskiler, 2015). Thus, motivation mediated by athletes' confidence directly impacts how they perceive their chances to succeed in their respective sporting events (Ibrahim, Jaafar, Kassim & Isa, 2016).

The fifth indicator of coping skills is goal setting or mental preparation; this refers to the goal of every athlete in any sporting event is to win and for him/her to do so is to prepare himself/herself not just physically but as well as mentally (Sun, 2020). Mental preparation is widely viewed as anything that athletes do to prepare to participate in sports, or precisely as an athlete's techniques to perform it (Gould, Flett, & Bean, 2009). Also, this mindset leads to better execution of skills due to favorable sporting events. (Cumming and William, 2014) Hence, mental preparation is viewed as the cognitive, emotional, and behavioral strategies that athletes and teams employ to achieve an ideal performance state or condition in terms of optimal psychological states and maximum performance for competition or training to reach. Goal setting was considered a strategy for it helps the athletes attain growth and peak performance and conquer anxiety (Lim, Jang, O'Sullivan & Oh, 2018). It is being concluded by Abrahamsen et al. (2008) that athletes holding a mastery of goal orientation/setting may experience less anxiety because the criteria for success or failure are basically under their control. Therefore, goal setting is essential in sports (Healy, Ntoumanis, van Zanten & Paine, 2014) and can help improve the performance of athletes (Stafenbiel, Lobinger & Strauss, 2015).

The sixth indicator of coping skills is peaking under pressure. It measures if an athlete is tested instead of undermined by pressure and performs well under tension

(Paunescu and Popescu, 2016). When an athlete contends in his field, he knows the crucial factor inside and external climate. Further, Zhang, Woodman, and Roberts (2018) expressed that pressure typically alludes to an athlete's sentiments about acting in a brandishing circumstance. It discreetly shows itself indeed (expanded adrenaline, breathing, pulse, and so on), intellectually (excellent or negative musings about the occasion), and inwardly (good sensations of expectation, fervor, or negative sensations of dread, nervousness). If pressure is not dealt with well on a given occasion, it might influence the wearing exhibition of a competitor (Musa, Taha, Majeed, and Abdullah, 2019). Since peaking under pressure measures an athlete's ability to perform well under pressure, an athlete can deal with pressure for him/her to be successful in any sporting event (Milanovic et al., 2013).

The final indicator of an athlete's coping ability is a lack of Worry; Athletes no longer put pressure on themselves by worrying about underperforming or making mistakes. Athletes do not care what others think of them when they make a mistake; they have freedom of concern (Paunescu and Popescu, 2016; Musa et al., 2019; Milanovic et al., 2013; Milavic, 2013). Worry in the realm of sports is indeed inevitable, it might not be visible, but at some point, it is occurring within an athlete. It is one of the characteristics of rumination or negative emotions (Nolen-Hoeksema, 2000). Furthermore, this is a type of psychological factor that can affect the physical performance of athletes and reducing such is a must to achieve good sport performance (Lazarus, 2000). Freedom from worry is one of the coping strategies to manage anxiety and is significantly related to athletes' self-esteem (Kaplanova, 2019). Wilke, Pffar, and Moller (2020) find that athletes' most common coping skill in assessing anxiety in competition is freedom from worry. Thus, freedom from worry could enable an athlete to achieve a good sport performance.

2.3 Correlation between Measures

Recognition of anxiety and coping skills strategies plays a vital role in an athlete's performance. It is identified that open-skill sports are coherent to higher anxiety and higher coping skills (Pons et al., 2020). Further, employing coping strategies to combat sport-related anxieties has become an integral part of competitive athletes' performance preparation (Weinberg & Gould, 2019; Hanton et al., 2015). Thus, the improvement of athletes' coping skills and anxiety is essential (Fogaca, 2019). Coping mechanisms are employed on a given sports anxiety (Jones, 2003; Lazarus, 2000). Also, athletes utilize different adapting abilities to control and oversee uneasiness before getting out of hand (Dachen, 2012). These particular difficulties expect athletes to utilize specialized and strategic skills and devise and use coping abilities to dispense with anxiety to accomplish a fruitful and agreeable presentation.

In addition, these said examines show that significant degrees of anxiety can frustrate athletic execution (Silva, 2002) because it is accepted that a wide range of tension will impede an athlete's presentation. That is why adapting comprises mental and social endeavors to dominate, diminish, or endure the significance of a risky or horrendous condition (Fletcher and Arnold, 2016). These coping skills straightforwardly affect anxiety (Jones, 2003; Lazarus, 2000).

Henceforth, in sport settings, it is felt that conceivably various evaluations are the principal reason athletes utilize diverse coping skills to manage various wellsprings of stress (Kim and Duda, 2003). Further research directed by sports clinicians shows that the connections between anxiety and coping skills concerning execution in sports are undoubtedly vital (Radochoński, Cynarski, Perenc and Siorek-Maślanka, 2011). Also, as per a similar report, if athletes need coping skills to manage these circumstances, they are presented with the dangers of terrible showing, disappointment, and surprisingly extreme injury while taking part in sports. It has been inferred that athletes who adapt effectively to tension will probably deliver superior quality and make sport a delightful encounter (Anshel, Sutarso, and Juvenville, 2009; Nicholls and Polman, 2007). The degree of coping strategies to deal with anxiety fluctuates, as indicated by the degree of tension. Kaplánová (2019) found that coping methods for dealing with stress firmly partner with somewhere around one tension developed by an athlete, notably coping with adversity, coachability, concentration, goal setting, mental preparation, peaking under pressure, and worry freedom.

Consequently, this alluded to the immediate connection between sports anxiety of athletes and their coping skills. Coping is an element of a multi-step process that is essential for successful adaption in sporting environments. It appears to impact various sporting outcomes, including performance, anxiety management, and psychological well-being (Crocker, Tamminen, & Gaudreau, 2015). Additionally, Cosma et al. (2020) also stated that athletes' coping skills show that they can put their indicators of anxiety aside during actual events or life situations or even when confronted with challenges that arise in everyday life. Various causes encourage athletes to continue to practice without regard for immediate gratification but rather for long-term benefits. Indicators of coping skills alike as positive motivation, coping with adversity, peaking under pressure, setting goals/mental preparation, attention, no worries, and eagerness to be trained are among the signs that have been identified and prioritized by athletes in managing sports anxiety (dos Santos, Junior, Torralba, & Lopez, 2017). Some findings imply that there is a link between the degree of competitive cognitive anxiety and coping methods. They claim that competitive cognitive anxiety can predict athletes' types of coping methods during the competition (Kurimay, Pope-Rhodius & Kondric, 2017). To sum up, the correlation between measures, sports anxiety, and athletes coping skills are related, based on the related literature and studies mentioned herein. The relationship between these two measures is existing and can affect each other, whether positively or negatively.

3. Material and Methods

3.1 Research Design

The study used a non-experimental quantitative design using the descriptive correlation technique. According to O'Dwyer and Bernauer (2013), non-experimental quantitative research can determine the random relationship or identify the predictive relationship between variables. The independent variable cannot be manipulated, or the participants cannot be manipulated and randomly assigned conditions or sets of conditions. In

addition, the non-experimental quantitative design collects data, ideas, facts, and information related to the study in which manipulation of an independent variable is not used, or control of foreign variables is not used by random assignment.

Descriptive-correlational is a technique of quantitative non-experimental design. The descriptive-correlational design was used by researchers primarily interested in describing relationships among variables without seeking to establish a causal connection (Creswell, 2002). It also provides accurate descriptions of the data gathered and interpretation of the association between the two variables of the study. This method is relevant since the study examines the relationship between sports anxiety and coping skills among high school student-athletes in Davao del Sur.

3.2 Research Locale

The research was conducted in public secondary schools in the Davao del Sur division. The province takes its name from the word "Daba-Daba." a Bagobo word referring to a "Sacred Brass." Over the years, the word "Daba-Daba" was shortened to Dabao, later pronounced as Davao. Davao del Sur covers 2,163.98 square kilometers (835.52 square miles) that wind around the southwestern section of Davao Locale on Mindanao Island. When the city of Davao includes research for topographical reasons, the territory of the region is 4,607.59 square kilometers (1,779.00 square miles). Davao del Norte borders the region in the north; Davao Occidental in the southeast; North Cotabato and Sultan Kudarat to the west; South Cotabato and Sarangani in the southwest; and Davao Bay to the east. The region was adorned with sandy beaches and tiny islands, rural scenes, rainforests, salt marshes, and mountains, including the Philippines' most notable peak, Mount Apo, which rises 2,954 meters above the ocean level. The division of Davao del Sur is very famous in the national sports arena for producing countless Palarong Pambansa players and winners. However, no existing study on sports and copings skills may help student-athletes perform during sports competitions locally. Thus, there is an urgency to conduct this study within this locale.

3.3 Population and Sample

The study participants are the student-athletes of the three primary public high schools of the city school's division of Davao del Sur. 101 Student-athletes from Junior High School (Grade 7-10) and Senior High School (Grade 11-12) playing different sports. The panel of researchers indicated the total number of samples; this supports the notion of Green (1991) that a minimum respondent of 100 is sufficient as a sample size. The participants are selected through a stratified random sampling technique from three primary public high schools in Davao del Sur to determine the appropriate sample. According to Hayes (2020), stratified random sampling allows the researcher to obtain samples that best represent the entire population of the study. Therefore, each possible sample is equally likely to occur. In this study, it was used to have a sufficient number of representatives in each subgroup or stratum.

The study was conducted in the last week of October 2020 on the various student-athletes in Davao del Sur. All secondary athletes who participated in the zonal, city, and

regional meet and palarong Pambansa were included in the study for the inclusion criteria. Further, student-athletes in elementary or not competing in any sports meet and intramural meet were excluded from the exclusion criteria. Participants of the study were not coerced or obliged to answer all questions if he/ she feels relatively uncomfortable with the questions asked based on the questionnaire. If needed, they can withdraw from the study anytime at their convenience.

3.4 Research Instrument

The experts' comments were correctly followed in the completion of the certificate, as mentioned above. The survey instrument was content-validated by five experts with an overall mean of 4.63, which describes the instrument's excellent content validity. Pilot tests and scales were carried out. Reliability was determined using the Cronbach alpha coefficient, which was found to be 0.887, suggesting that each element contributed to the overall reliability of the instrument (Cronbach, 1951).

The first set of questionnaires focuses on the sports anxiety experienced by the high school student-athletes of the three primary, secondary schools of Davao del Sur Division. The study used survey questionnaires adopted from the Sports Anxiety Scale developed by (Smith et al., 2006). A five-point Likert scale was developed to examine the three factors of anxiety: somatic anxiety, worry, and concentration disruption.

The second set of the instrument employed is to measure student-athletes coping skills. The instrument was taken from the Athletic Coping Skills Inventory by Smith et al. (1995). It was used to identify the coping skills of the respondents with the following indicators: coping with adversity, coachability, concentration, self-confidence and achievement motivation, goal setting and mental preparation, peak under pressure, and freedom from worry.

3.5 Data Collection

The researcher assumed that the necessary data were collected systematically; first, the researcher sent a letter of permission to conduct the study to the Department of Education Office of Schools Division Superintendent.; In addition, the researcher sent another letter to the district head and the headmasters of the respondents. With the approval, survey questionnaires were distributed to the three public schools of the school's division of Davao del Sur. The researcher explained the research tool and its purpose to the student via Google forms. The response and data collection also take place via Google forms.

The researcher did not experience any problems in terms of the instructions because the respondents are well-oriented. To have enough time to answer the questions, the collection of the questionnaires was one week after the distribution. In particular, answering survey questionnaires was started in the last week of October 2020, and it was fully collected in the 1st week of November 2020. One hundred percent of the questionnaires distributed were collected, and the results obtained were verified and counted. Finally, after all the results were counted, they were analyzed and interpreted according to the purpose of the investigation.

3.6 Statistical Tools

The following statistical tools will be used in the computation of the data: Mean was used to characterize the sports anxiety and coping skills of athletes. Pearson-r Correlation was used to identify the significant relationship between sports anxiety and the coping skills of athletes. Lastly, Linear Regression was used to determine which domain of sport anxiety best influences the coping skills of athletes.

4. Results and Discussion

4.1 The level of Sports Anxiety of Athletes

Table 1 presents the level of sports anxiety of athletes. It is measured in the following domains: somatic trait anxiety, worry, and concentration disruption. The overall mean score of student-athletes sports anxiety, as reflected in Table 1, is at 2.91, which indicates that the student-athletes are said to be at a moderate level of sports anxiety. Additionally, the mean score of the sports anxiety indicator was between 2.71 and 3.25. Results also revealed that among the indicators of sports anxiety of athletes, worry obtains the highest mean score of 3.25, followed by somatic trait anxiety with 2.79, and lastly, concentration disruption with 2.71. The overall result concludes that the student-athletes at this level indicated that their sports anxiety is sometimes manifested.

Table 1: Level of Sports Anxiety of Athletes

Sports Anxiety	Standard Deviation	Mean	Descriptive Level
Somatic Trait Anxiety	0.87	2.79	Moderate
Worry	0.96	3.25	Moderate
Concentration Disruption	0.82	2.71	Moderate
Overall	0.88	2.91	Moderate

4.2 The Level of Sports Anxiety of Athletes

Table 2 reveals the level of coping skills on the following indicators: coping with adversity, coachability, concentration, confidence and motivation, goal setting and mental preparation, peaking under pressure, and freedom from worry. The execution of the data depicts that the overall level of coping skills of student-athletes is at 4.09, indicating that their coping skills are high. Among the indicators of coping skills of student-athletes, coachability attained the highest mean score of 4.34, followed by coping with adversity with 4.17, confidence and motivation with 4.09, goal setting and mental preparation come with 4.04, concentration with 3.82, and peaking under pressure with 3.75 and lastly, freedom from worry with a mean score of 3.41. The overall result implies that the student-athletes at this level indicate that their coping skills are often manifested.

Table 2: Level of Coping Skills of Athletes

Coping Skills	Standard Deviation	Mean	Descriptive Level
Coping with Adversity	4.17	4.17	High
Coachability	4.34	4.34	Very High
Concentration	3.82	3.82	High
Confidence and Motivation	4.09	4.09	High
Goal Setting and Mental Preparation	4.04	4.04	High
Peaking Under Pressure	3.75	3.75	High
Freedom from Worry	3.41	3.41	Moderate
Overall	**4.09**	**4.09**	**High**

4.3 Relationship between Sports Anxiety of Athletes and their Coping Skills

Table 3 shows the significant relationship between sports anxiety and coping skills of student-athletes. Results reveal that the significance (probability) value at 2-tailed is equal to .010, computed as less than the 0.05 level of significance set for the study. Moreover, the Pearson (r) result, equal to -.258, affirms such a negative relationship. The magnitude of the relationship is interpreted to be moderately low. Therefore, the null hypothesis of no significant relationship between athletes' sports anxiety and coping skills is rejected.

Table 3: Relationship between Sports Anxiety of Athletes and their Coping Skills

Variables	R-value	Sig- value	Significant level	Decision
Sports Anxiety Coping Skills	-.258	.010	There is a significant relationship between sports anxiety and coping skills	Reject null hypothesis

The result also revealed that the indicators under *sports anxiety* gained the following r-values: *disruption* with -.190, *somatic trait anxiety* with -.211, and *worry with* -.219. Meanwhile, the indicators under *coping skills* gained the following r- values: peaking under pressure -.127, goal setting and mental preparation -.155, *freedom from worry* with -.160, *coping with adversity* with -.184, *coachability* with -.230, confidence and motivation with -.238, and concentration with -.243 (attached in appendix).

4.4 Domains of Sports Anxiety Best Influence Coping Skills of Athletes

Presented in table 4 is the summary of the regression coefficients to test the significance of the influence of the domain sports anxiety on athlete's coping skills. The F-value of 2.381 with a p-value of 0.074 reveals that the domains on student athletes' sports anxiety are not a predictor of their coping skills. Moreover, the remaining 96% is attributed to other factors. Therefore, the null hypothesis that no sports anxiety domain best influences the coping skills of athletes is accepted.

Despite the p-value result shown by Table 4, the relationship between sports anxiety and coping skills of athletes was shown as for every 1 unit increase in the concentration disruption; there will be a .017 increase in coping skills, which means if the

level of concentration disruption is getting high, there will be a meager increase in the level of coping skills; the coefficient indicates that for every 1 unit increase in the somatic trait anxiety would give -.084 increase in the coping skills of student-athletes which imply that the higher the level somatic trait anxiety, the lower it would be for the level of coping skills. Every 1 unit increase of worry would give a -.127 increase in coping skills; thus, the higher the level of worry, the lower it would be for coping skills.

Table 4: Relationship between Sports Anxiety of Athletes and their Coping Skills

Variables	F-value	P-value	Significant Level	Decision
Sports Anxiety Coping Skills	2.381	.074	There is no domain of sports anxiety best influences coping skills	Reject null hypothesis

5. Recommendations

The researcher came up with the following recommendations based on the results of the study. In response to the moderate manifestation of sports anxiety, the researcher may recommend conducting workshops or seminars for all teacher-coaches specifically: How to manage Athletes' Sports Anxiety, to lessen the manifestation of sports anxiety. It may also help because the result reveals that coachability is a very high-level indicator of coping skills. In response to the indicator of a low level of coping skills and the freedom from worry, the researcher may recommend an intervention program for student-athletes: Practice Game with other Schools or other Groups. Activities like this give athletes exposure and help them know themselves, improve themselves, cope with different pressures during competition, and avoid worries. If it is a group sport, it will also help build cooperation and unity and avoid worry.

This study emphasizes the need for appropriate, client-specific, and competent practitioner care for athletes experiencing sport-related anxiety. It will give coaches a wide variety of coping skills to employ, especially among young student-athletes who experience sports anxiety; this will enable them to conquer such feelings and be successful in the world of sports. Lastly, further research on athletes' sports anxiety and coping skills is also recommended, either quantitative studies in larger populations or different levels/programs of teacher-coaches or qualitative researchers for the impact of sports anxiety on coping skills or using another indicator of sports anxiety toward coping skills student-athletes.

6. Conclusion

With consideration of the findings of the study, a conclusion is drawn in this section. First, there is a moderate level of sports anxiety in athletes. The second is a high level of coping skills in athletes. The third is a significant relationship between the sports anxiety of athletes and their coping skills. Lastly, no domain of sports anxiety best influences the

coping skills of athletes. The hypothesis that there is no significant relationship between sports anxiety and coping skills of student-athletes is rejected; this supports Lazarus and Folkman's (1984) psychological stress and coping theory, which signify the relationship between internal stressors like anxiety and coping theory. Moreover, the hypothesis that no domain of sports anxiety best influences the coping skills of student-athletes is accepted. It implies that are still other indicators within the theory concept of evaluative anxiety of Liebert and Morris (1967). Another cognitive and somatic component is anxiety, which is not included as an indicator of anxiety in the study.

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Conflict of Interest Statement
The authors declare no conflicts of interest.

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