

## COACHING BEHAVIOR, MOTIVATION AND PSYCHOLOGICAL WELL-BEING IN YOUNG ATHLETES

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### Abstract

The focus of the current research is to examine the relationship between coaching behavior, motivation and psychological wellbeing of young athletes. Sports is currently perceived as an apparatus that can aid incompletely conveying the related legislative social motivation. Coaches may improve performance of athletes by endorsing their psychological potentials, for instance, motivation, to direct training of sport skills. Motivation is demarcated as such collection of features that galvanize, and uphold behavior, usually in the direction of some goal. Psychological

well-being portrays one of the most significant characteristics of effectual psychological functioning and is massively demarcated as life satisfaction, happiness, and self-growth. It was hypothesized that there will be a significant association in coaching behavior, motivation and psychological well-being of young athletes. Moreover, it was also hypothesized that coaching behavior and motivation act as predictors of psychological well-being. Correlation research design was used. Purposive sampling technique was employed to collect data. The sample consisted of 100 young athletes (53 males, 47 females) ( $M= 21.94$ ,  $SD= 1.91$ ). The Coaching Behavior Questionnaire, The Sports Motivation Scale and Ryff's Psychological Well-Being Scale were used as assessment measures. Pearson Product Moment Correlation and Multiple Linear Regression were used for evaluating results of the research. Results showed that there was a significant positive correlation between coaching behavior and psychological wellbeing ( $\beta= .77$ ) measured through Pearson Correlation. Regression results showed that Coaching behavior and motivation are found to be the significant predictors of domains of psychological wellbeing (Autonomy ( $r^2= .32$ ), environmental mastery ( $r^2= .35$ ) and positive relation ( $r^2= .23$ )) in young athletes measured through multiple regression. The findings of the present study can be taken as useful reference for sports educators and athletes, and in the long run, they can enhance athletic standards and contribute to sport development in Pakistani communities.

## **1 Introduction**

### **1.1 Coaching behavior**

Coaching behavior assumes a significant job in athlete's motivation and psychological wellbeing (Reinboth, Duda & Ntoumanis, 2004). Sports is currently perceived as an apparatus that can aid incompletely conveying the related legislative social motivation. Upgrading the athlete motivation, can possibly profit athletes as they can perform better. This improvement can be raised by a viable instructing conduct. Coaching behavior can be characterized as the social reactions displayed by the coach in light of his or her entertainer's conduct (Beamon & Bell, 2006). Coaching is a social procedure including arrangement of arranged results between basically impacted specialists inside regularly evolving condition. In fact, the trainer has been distinguished as an amazing mingling operator in the physical area. The coach's conduct sway on athlete's conduct, insights and viable reactions, and coaches' impact if athletes learn and accomplish at an abnormal state, make the most of their experience, show exertion and determination, and build up a feeling of certainty and self-decided persuasive direction (Pawlak, 2012).

### **1.2 Coach Athlete Relationship**

Coach athlete relation is significant and important in games. The coach athlete relationship is the circumstance where the coach and the athlete create interconnected emotions, musings, and practices (Purdy & Jones, 2011). The coach athlete relationship is central in upgrading sports execution, the viability of the coach, and the improvement of an athlete. A positive coach athlete relationship empowers coaches to impact athletes in games and life in a valuable manner. Relationship point of view can influence a coach's capacity to affect his or her athlete and positively influence the presentation of the athlete. The coach athlete relationship is perceived as the establishment of training and a noteworthy power in advancing the athletes physical and psychosocial abilities (Wachsmuth, Jowett & Harwood, 2017). The relationship set up between the coach and his/her athletes, assumes a focal job in athletes physical and psychosocial improvement and co-direction speaks to coaches' and athletes' shared points of view of shared

objectives, values, convictions, which are created because of open channels of correspondence (Matali, 2010).

### **1.2.1. Achievement Goal Theory for Coach Athlete Relationship**

Achievement goal theory centers on the capacity and the importance of objective coordinated activities, in view of how members characterize achievement and how they judge whether they have exhibited capability (Yukl, 1998). The two focal develops in the hypothesis are singular objective directions that guide accomplishment observations and conduct, and the persuasive atmosphere made inside accomplishment settings. The hypothesis places two separate originations of accomplishment spoke to in authority (errand) and personality accomplishment objective directions (Dost, Hashemifardnya & Jalali, 2017). In authority direction, achievement is self-referenced, characterized as far as close to home improvement, delight, exertion, and gaining from oversights. In self-image direction, achievement is otherreferenced, accomplished through besting others or approaching their dimension of execution utilizing insignificant exertion (Tu, Wei-Ming & Du, 1976).

### **1.3. Motivation**

Motivation is the inward procedure that starts, decides and manages outer conduct, and has dependably been a significant variable in instruction and teach (Brown & Treviño, 2006). Motivation is the procedure through which people are driven to build their achievement and accomplishments both by inside inborn and outside extraneous factors. Motivation is generally characterized as a longing to accomplish objectives with the assistance of energy to work for that objective (Kirkpatrick & Locke, 1991). Inspiration urges individuals to work independently and by and large to give great outcomes. It is the readiness to act. It is the excitement to put full endeavors and capacity to satisfy couple of individual needs. It has been argued by researchers that in addition to comprehending the reasons chosen by athletes, coaches must also have the acknowledgment of the goals for which athletes have opted for participation in sports (Lyle, 2005).

#### **1.3.1. Self-determination Theory of Motivation**

Self-determination theory (SDT) centers around elements that impact the improvement of inspiration, especially inherent and outward inspiration (Vansteenkiste, Niemiec & Soenens, 2010). The overall quality of natural and extraneous inspiration decides a person's feeling of self-governance, the degree to which conduct is seen as self-represented. Together with fitness, the apparent dominance over conduct and relatedness as the apparent feeling of having a place, self-sufficiency is viewed as an essential need that encourages mental prosperity. SDT recommends that the social condition impacts the degree to which these fundamental needs are fulfilled (Deci & Ryan, 2002).

Motivational model had numerous applications, in actuality. Initial, an increasingly complete comprehension of coach's practices must go past the division of controlling versus self-sufficiency strong practices exhibited in Vallerand and Pelletier's (1985) past model (Mertens, 2014). Second, the effect of coaches conduct on athletes inborn and outward inspiration is intervened not just by athletes view of fitness, as Vallerand and Palletier's (1985) model recommended, yet additionally by their impression of self-governance and relatedness (Mertens, 2014).

#### **1.4. Psychological Wellbeing**

Psychological Well-being had various applications, in fact. Introductory, an inexorably complete perception of tutor's practices must go past the division of controlling versus independence solid practices showed in Vallerand and Pelletier's (1985) past model. Second, the impact of coaches direct on contender's inherent and outward motivation is interceded not simply by contender's perspective on wellness, as Vallerand and Palletier's (1985) model specified, yet furthermore by their impression of self-administration and relatedness (Clack, 2012).

##### **1.4.1. Dimensions of Psychological Well-being**

There are six areas of positive mental operation as shown by a model proposed by Ryff (1995). These include: reason in life which means having a confidence in one's essence being deliberate and arranged, self-organization noteworthiness a person's conclusion self-affirmation, constructive relations with others inducing the satisfaction of value relations with others, self-confirmation which is productive examination of a person's own specific self and their previous existence, normal progress being created and courses of action all through gets far coordinating to achieve portions of mental prosperity the six undeniable segments of mental prosperity (Ryff, & Singer, 1998). Ryff (1995) proceeds to depict various elements of prosperity which are natural authority, self-awareness, and reason forever. He contends that those people are in a condition of good mental prosperity to whom these six measurements are effectively connected (Ryff, & Singer, 1998).

##### **I. Self-Acceptance**

It is an uplifting frame of mind toward yourself, recognizing and tolerating numerous parts of self; feeling positive about your previous existence. Having the option to state, when I take a gander at an amazing tale, I am satisfied with the way things have turned out up till now (Ryff, & Singer, 1998).

##### **II. Positive Relations with Others**

Feeling affectionate, fulfilling, confiding seeing someone; being worried about others' welfare; being outfitted for solid sympathy, warmth, and closeness; getting give-and-take of human connections. Having the option to state that Individuals would depict me as a giving individual, willing to impart my opportunity to other people (Ryff, & Singer, 1998).

##### **III. Autonomy**

Acting naturally deciding, free, and managing your conduct inside; opposing social weights to think and act in specific ways, assessing yourself by close to home guidelines. Having the option to state that I believe in my very own Opinions, regardless of whether they are unique in relation to the manner in which most other individuals think (Ryff, & Singer, 1998).

##### **IV. Environmental Mastery**

Feeling skilled and ready to deal with a mind-boggling condition; picking or making by and by reasonable settings. Having the option to state that I am great at dealing with the duties of day by day life (Ryff, & Singer, 1998).

##### **V. Purpose in Life**

Having objectives and an ability to read a compass throughout everyday life, feeling that both present and past encounters are important; holding convictions that offer reason to life. Having the option to state that a few people meander heedlessly through life and the one is not included in them (Ryff, & Singer, 1998).

## **VI. Personal Growth**

It alludes to the sentiments of proceeded with advancement and potential and being available to new experience feeling progressively educated and powerful. Having the option to state, for me, life has been a constant procedure of getting the hang of, changing, and development(Ryff, & Singer, 1998).

### **1.4.2 Psychological Well-being Theory**

Psychological Well-being is seen as a principal part of positive maturing and a vital segment of life duration advancement and flexibility (Diener, Suh, Lucas & Smith, 1999). Mental prosperity takes a significant part in character and created speculations both hypothetically and basically. Wide investigation of mental prosperity incorporates person's associations with life objectives, on the off chance that she/he knows about his/her potential; the nature of his/her association with other; and what he/she feels about his very own life (Lang, 1998). As indicated by psychological wellbeing theory, person's mental wellbeing relies upon his constructive working in various circles of his life. Individual should have constructive association with others; ought to be predominant over the earth, ought to acknowledge himself and his past, ought to has a goal and importance in his life; ought to have self-improvement and the capacity to settle on his own choices (Mill, 1966).

The overall literature review subjects that a prime intention in training lies in the improvement of athletic potential, helping athletes on the voyage towards athletic satisfaction. The coach's job is to make nature and to give the chance to the athlete to express their inspiration in all that they do. It is the coach's work to help the athlete and urge them and to enable athletes to find their own inspiration. It is the coach's work to move athletes to feel positive about themselves and to feel enabled. The conduct of coaches can carry better to the mental prosperity of the athletes which thus improves their exhibition and fulfillment. Better execution at diversions and solid condition can lift's athlete inspiration by the good faith he watches. Inspiration is an incredible partner for coaches and a significant part of effective instructing.

The focus of the current research is to examine the relationship between coaching behavior, motivation and psychological wellbeing of young athletes. As Coaching is intended at training individuals so that they can accomplish better in sports (Cassidy, Jones & Potrac, 2008). Additionally, coaches may improve performance of athletes by endorsing their psychological potentials, for instance, motivation, to direct training of sport skills, Motivation is demarcated as such collection of features that galvanize, and uphold behavior, usually in the direction of some goal, Psychological well-being portrays one of the most significant characteristics of effectual psychological functioning and is massively demarcated as life satisfaction, happiness, and self-growth(Cassidy, Jones & Potrac, 2008). Keeping in light of above literature, main objectives of research were;

- To find the relationship among coaching behavior, motivation and psychological well-being in young athletes.
- To assess the role of coaching behavior and motivation as predictors of psychological well-being.

These objectives and in light of above literature review the following were the hypotheses developed;

- There is likely to be a significant relationship among coaching behavior, motivation and psychological well-being in young athletes.
- Coaching behavior and motivation are likely to act as predictors of psychological well-being.

## 2. Research Methodology

### 2.1. Research Design

Correlational research design was utilized in this present study which sought to determine the kind of relationships that occurred between coaching behavior, motivation and psychological well-being expression in adolescents. The technique which was used in this study was purposive sampling technique which is a part of non-probability sampling. Sample consisted of athletes (n=100) of any sports and got admission on sports basis in Department of Sports Sciences, University of the Punjab, Lahore.

### 2.2. Assessment Measures

The following are the assessment measures used in current study;

- **Demographic Sheet** which consists of participant's age, sex, family system (joint, nuclear), religion, marital status, No. of siblings, birth order, qualification and family income.
- **Coaching Behavior Questionnaire** which was utilized to appraise athletes' discernment and appraisal of coaching manners. It comprises of 28 items on a 4-point Likert scale of 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly disagree). Items that were phrased positively were reverse coded so that elevated total scores indicated a more negative estimation of the coach's game conduct (Lee, Magnusen & Cho, 2013).
- **The Sports Motivation Scale (SMS)** which comprised of 28 items having seven subscales that quantify three kinds of Intrinsic Motivation (IM to Accomplish Things, IM to Know and IM to Experience Stimulation), three kinds of parameter for Extrinsic Motivation (Introjected Identified, and External), and Amotivation (Medic, Mack, Wilson & Starkes, 2007).
- **Ryff's Psychological Well-Being Scale** which was established by Carl Ryff in 1989 and comprises of 18 items. It entails of 6 sub scales i.e. positive relationships with others (having sincere, sustaining association with others, being empathic, loving with others), self-acceptance (taking a positive opinion of one's self, recognizing and tolerating the manifold portions of oneself), autonomy (being sovereign and defining one's personal life, being capable to struggle against social compression to reason or act damagingly), environmental mastery (being capable of manipulating, regulation, and efficiently use resources and chances), purpose in life (having goal lines in life and sagacity of track in one's life, sensitivity that one's current and previous has connotation), personal growth (feeling a necessity for sustained personal development, viewing oneself as receiving improved and being exposed to novel experience) (Harris, 2010).

### 2.3. Procedure of Data Collection

After the approval of synopsis, permission was sought from the director of Institute of Applied Psychology, University of the Punjab, Lahore, for data collection. Athletes were approached from Department of Sports Sciences, University of the Punjab, Lahore. Once, the athletes were approached, then, informed consent was signed in between the researcher and the individual. They were instructed to carefully complete the questionnaire and mark only one option to best reflect their feelings. Data was analyzed by using SPSS 20.0. Descriptive statistics were calculated and reliabilities of tools were also assessed. Pearson product moment correlation was used to find relationship among coaching behavior, motivation and psychological well-being in young athletes while regression was used to find if coaching behavior and motivation acted as predictors of psychological well-being.

### 3 Results and Data Analysis

Data was analyzed in three steps as in first step Cronbach’s alpha was reported as a measure of reliability for each scale through reliability analysis. In the second step, the relationship between coaching behavior, motivation and psychological well-being was determined through Pearson Product moment correlation. In final step, the predicting effect of coaching behavior and motivation on psychological wellbeing in young athletes was assessed.

#### 3.1 Reliability Analyses

Reliability coefficients of Coaching behavior, Motivation and Psychological well-being scale are good; .77 and .86 and .90 respectively. In addition, all the subscales of Psychological well-being are also good reliabilities.

#### 3.2. Correlational Analysis

It was hypothesized that there is likely to be relationship between coaching behavior, motivation, and psychological well-being in young athletes. To assess this relationship, Pearson Product Moment correlation analysis was applied, the results of which are as follows;

**Table 3.1. Pearson Product Moment Correlation indicates association among coaching behavior, motivation and psychological well-being (N=100)**

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1.Age		-.36**	.06	.27**	-.02	.14	-.09	-.07	-.11	-.05	-.08	-.13
2.Gender			.14	-.04	-.06	.00	.27**	.15	.31**	.17	.18	.20*
3.Regional Affiliation				.10	.03	.06	.19	.11	.21*	.10	.11	.13
4.Marital Status					-.09	-.08	.04	.03	.07	.13	.12	.07
5.Coaching behaviour						.25*	.18	.39	.19*	.25*	.19*	.15
6.Motivation							.28**	.26**	.25**	.14	.07	.26**
<b>Psychological wellbeing</b>												
7.Autonomy								.65**	.70**	.71**	.62**	.72**
8.Environmental mastery									.77**	.84**	.80**	.78**
9.Personal growth										.77**	.83**	.79**
10.Positive relations with others											.92**	.69**
11.Purpose in life												.66**
12.Self-Acceptance												

Note. \* .p< .05; \*\* .p< .01; \*\*\* .p< .001

**3.2.1. Association with Demographics.**

Results Table 3.1 reveals gender has significant positive correlation with autonomy, personal growth and self-acceptance domains of psychological wellbeing. Regional affiliation has significant correlation with the personal growth.

**3.2.2. Association among the Study Variables**

Results in the table 3.1 reveal that there is a significant positive correlation between coaching behavior, motivation and with the six domains of psychological wellbeing. Hence, the hypothesis was approved. It was found that coaching behavior has significant positive correlation with motivation, personal growth, positive relations with others and purpose in life. Motivation has significant positive correlation with autonomy, environmental mastery, personal growth and self-acceptance. All the domains of psychological wellbeing including autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance have significant positive correlation with each other.

**3.3. Regression Analysis**

Multiple linear regression was run to find the predictors of psychological well-being. It was hypothesized that coaching behavior and motivation are likely to predict the psychological wellbeing. Results are shown in table 3.2 as;

**Table 3.2. Multiple Linear Regression used to indicate the Predictors of Psychological Well-being in Young Athletes (N=100)**

Predictors	Autonomy	Environmental mastery	Personal growth	Positive relations with others	Purpose in life	Self-acceptance
	B	$\beta$	$\beta$	$\beta$	$\beta$	B
Coaching behaviour	.12**	.35**	.14	.23**	.19	.09
Motivation	.25	.17	.22**	.08	.03	.23**
F	5.18	10.99	5.58	3.80	2.04	4.10
R <sup>2</sup>	.09	.18	.08	.07	.04	.07

Note. \*p<.05; \*\*p<.01; \*\*\*p<.001;  $\beta$  = Standardized Coefficient; R<sup>2</sup>= R Square

Multiple linear regression was run to find if coaching behavior and motivation predict psychological wellbeing. Table 3.2 showed that Coaching behavior is found to be the significant predictor of autonomy, environmental mastery and positive relation with others. Motivation is significant predictor of personal growth and self-acceptance domains of psychological well-being.

So, it was summarized from results that;

- The correlation among coaching behavior, motivation, and psychological wellbeing was computed using Pearson product moment correlation which showed that there was a significant positive correlation between coaching behavior and psychological wellbeing.

- Coaching behavior and motivation are found to be the significant predictors of domains of psychological wellbeing in young athletes.

#### 4 Discussion

The present study was aimed to examine the association between coaching behavior, motivation and psychological well-being of young athletes. It was assumed that there will be a significant association in coaching behavior, motivation and psychological well-being of young athletes. Moreover, it was also assumed that coaching behavior and motivation act as predictors of psychological well-being.

The first hypothesis stated that there will be a significant association between coaching behavior, motivation and psychological well-being. Pearson Product Moment Correlation indicated a significant positive correlation between coaching behavior and motivation of the young athletes. It was also indicated that there existed a significant positive correlation among coaching behavior and all the six dimensions of psychological well-being including Autonomy, Self-acceptance, Environmental Mastery, Personal Growth, Purpose in Life and Positive relations with others. These results were in consistence with the results of the research conducted by different researchers which indicated that power motive considerably associated with teaching and coaching behavior and constructive criticism conduct. It was also suggested that there is an association between coaching behaviors and achievement motivation in athletes of football (Olympiou, Jowett & Duda, 2008). In a study led by some researchers, it was exposed by the Canonical correlation analysis that perceptions of athletes of elevated positive and informational criticisms specified by coaches in retort to flourishing performance attempts, more stress located on a mastery ambiance, and a lesser amount of stress positioned on a performance ambiance, were remarkably associated to better aptitude perceptions, satisfaction, and intrinsic motivation (Picart, 2012). It was shown by exploratory analyses that the association between criticism and the psychosocial results may differ as a function of the professed motivational ambiance (Eysenck, 1978). In general, it was recommended that coaching criticism and motivational ambiance are significant sponsor to amplifying sustained motivation of female adolescents to take part in sports.

The second hypothesis suggested that coaching behavior and motivation predicted psychological well-being. The findings suggested that both the coaching behavior and motivation significantly predicted psychological well-being of young athletes. These results were in consistence with the existing scarce literature. Researchers carried out a study to test whether the associations between perceived coaching behaviors and athletes' intrinsic motivation (IM) was mediated by autonomy, perceived competence, and relatedness (Hollebeak & Amorose, 2005). It was specified by the results of the research study suggested that all of the coaching behaviors, excluding social support, considerably predicted perceived autonomy, competence, and/or relatedness, which professed IM. IM was indirectly but significantly predicted by only democratic behaviors and perceived autocratic (Hollebeak & Amorose, 2005). Findings of the present study are also conferred in association with SDT and coaching efficacy. Depicting from the achievement goal literature, views that the coach was alert on mastery developed as an affirmative predictor of athletes' views of competency. This aspect of the societal surroundings could be well thought-out as one of the largest vital extent of a task-involving motivational climate. This outcome is consistent with work carried out in academic, physical education, and sport settings, indicating discernments of a task-including setting to be optimistically related with professed competency. The findings of the present study are also explained by the Motivational

model of the coach-athlete relationship which specifies how coaches may persuade athlete's motivation.

### **5. Future Suggestions and Practical Implications**

- Athletes from other cities should also be included in study to increase its generalizability.
- It is projected to take account of coaches and management in future studies to attain maximum information with regards to the behavior of coaches and its impact on athletes' psychological well-being so that their performance could be enhanced.
- Training programs must be conducted for coaches to enhance their coaching skills thus improving the performance of athletes.
- The results of the current study can be taken as beneficial orientation for athletes and sports educators and in the long period, they can augment athletic values and add to the development of sports in Pakistani communities.
- It forms the basis for further research in this domain as there is scarce work done in this domain in Pakistan so far.
- Present research will be helpful in understanding the effect of coach-athlete relationship on performance of athletes.

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