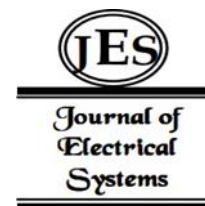


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## The Role of Coaching Styles and Motivation in Shaping Athlete Performance: An In-Depth Examination



**Abstract:** - This study delves into the pivotal aspects of coaching in sports, focusing on coaching styles, behaviors, and motivational factors employed by coaches to impact athlete performance. The investigation addresses specific inquiries: (1) identification of coaching styles and behaviors exhibited by coaches; (2) exploration of coaching styles and behaviors concerning athletes' distinctions in awards and competition levels; (3) analysis of the motivational factors utilized by coaches to enhance athlete performance; (4) examination of potential significant differences in motivational factors linked to coaching styles and behaviors; and (5) evaluation of potential distinctions in coaching styles and behaviors concerning athletes' accolades and competition levels. Employing a mixed-methods approach, this research combines qualitative and quantitative methodologies to offer comprehensive insights into the multifaceted dynamics of athlete development. The findings reveal that democratic coaching style emerges as the most prevalent among coaches, fostering a supportive and positive environment for athletes. Conversely, the authoritarian style appears less frequently, emphasizing the inclination of coaches towards collaborative and inclusive coaching methods. The implications of this study extend to Athletic Managers, Sports Officials, and Sports Coordinators, urging them to organize annual sports programs, orientations, and training sessions facilitated through schools or Athletic Associations. These initiatives aim to enrich coaches' technical and personal development, contributing to a more effective coaching experience. Understanding the interplay of coaching styles and motivation, stakeholders in the sports community can further enhance the overall athletic performance landscape.

**Keywords:** Athlete Performance, Coaching Styles, Mixed-Methods Research, Motivation, Sports Development

### I. INTRODUCTION

Coaching, as a crucial facet of human development and performance enhancement, has garnered significant attention across various domains, ranging from sports to business and education. Understanding the coaching styles and behaviors of coaches is paramount to optimizing the impact of coaching interventions and fostering positive outcomes for individuals and teams <sup>[9]</sup>. As noted by Per Moen, Hoigaard and Peters (2014), coaching is a multifaceted discipline that is “rapidly evolving, diverse, and often complex,” necessitating a deeper exploration of coaching styles and behaviors for effective practice and guidance <sup>[1]</sup>.

In the realm of coaching, different styles and behaviors are employed by coaches to motivate, mentor and empower their athletes. The study of these styles and behaviors is vital for comprehending how coaches interact with their athletes, tailor their approaches to individual needs and ultimately influence the success of coaching engagements. According to Deci and Ryan (2017), coaching styles are diverse and dynamic, reflecting a blend of personal values, beliefs and situational requirements. Understanding these styles and behaviors is central to customizing coaching strategies and maximizing the potential for positive change in the coaches <sup>[2]</sup>. An in- depth understanding of coaching styles and behaviors allows for a more tailored and effecting coaching approach, addressing the unique needs and aspirations for each individual or team. By identifying and comprehending various coaching styles, coaches can refine their methods, optimizing the effectiveness of their guidance and support (Huff, 2019) <sup>[3]</sup>. This study aid to bridge these gaps by offering a comprehensive exploration of coaching styles and behaviors, their intersection and their implications across diverse coaching contexts.

In light of these gaps and the ever-growing interest in coaching as a development tool, this study sought to delve deeply into the nuances of coaching styles and behaviors, aiming to construct a holistic framework that not only

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identifies and describes these styles and behaviors. But also elucidates their contextual application and potential impact on the coaching process. The findings of this study were expected to contribute significantly to the evolving field of coaching, providing a foundation for enhancing coaching education, guiding practice, and fostering meaningful outcomes for both coaches and athletes.

## II. STATEMENT OF THE PROBLEM

The main goal of this study was to identify the coaching styles, coaching behaviors, and motivating elements that coaches utilized to affect the performance of athletes.

*Specifically, the research questions that guided this paper are as follows:*

1. What are the coaching styles and coaching behaviors of the coaches?
2. What are the coaching styles and coaching behaviors of the coaches when the athletes are grouped according to awards received and level of competition?
3. What are the motivational factors used by coaches to influence the performance of athletes?
4. Is there a significant difference in the motivational factors in the performance of athletes considering the coaching styles and coaching behaviors?
5. Is there a significant difference in the coaching styles and coaching behaviors of the coaches when the athletes are grouped according to awards received and level of competition?

## III. METHODOLOGY

In order to determine the coaching styles and coaching behaviors of the coaches and the motivational factors used by coaches to influence the performance of athletes, this study utilized the mixed method of research, employing both qualitative and quantitative research. The study's respondents are the 138 athletes from Public Secondary Schools who took part in regular sports and demonstration sports competitions from the local level (Unit Meet) to the national level (Palarong Pambansa). The stratified random sampling was employed in the selection of the respondents.

The research instruments that were utilized to gather data were the Athlete's Profile, which contains the degree of competition and the honors won, was the first section of the questionnaire. A researcher-made questionnaire was developed by the researcher to gather information on the coaches' coaching behaviors, coaches' coaching styles, and a motivational factors for athletes.

Draft copies of the questionnaire were given to the panel of experts for modification and editing before being distributed to the respondents. The ideas of the experts were taken into account when making revisions.

Thirty (30) students who weren't involved in the study took the pilot questionnaire to test its reliability. The reliability coefficient was calculated using the Cronback Alpha of the Statistical Package for Social Sciences (SPSS) using the data from the pilot testing. The questionnaire had a reliability coefficient result with a computed alpha of 0.959, and was therefore thought to be reliable.

Following validation, the researcher replicated the instruments in accordance with the study's respondent count. A recommendation letter was obtained in order to obtain permission to carry out the study. The letter was delivered to the offices of the several secondary schools included in the study. Each questionnaire has a copy of the authorized letter of request attached. The respondents were then physically given the surveys. To ensure the ethical norm of research, all retrieved questionnaires were secured and coded numerically to maintain confidentiality. Upon retrieval of the accomplished questionnaires, the data were encoded, tallied and interpreted. Frequency count, percentage analysis, mean and standard deviation were used as descriptive statistics while analysis of variance (F-Test) were used for inferential statistics. All set at 0.05 alpha level of significance. The statistical computations were computer-processed through the Statistical package for Social Sciences (SPSS) software.

## IV. RESULTS AND DISCUSSIONS

### *Coaching Styles and Coaching Behaviors of the Coaches*

Findings revealed that coaches "Almost Always" employed the democratic coaching method, which had the highest mean. The results suggest that among the three (3) coaching philosophies, coaches primarily used the democratic style, in which they act more as facilitators who support player development and involved the athletes in decision-making and goal-setting rather than dictating them.

According to statistics on the coaches' coaching behaviors, competitive strategies had the greatest mean among the seven (7) behaviors, which coaches "Almost Always" highlighted, and poor personal rapport had the lowest mean, which coaches "Sometimes" emphasized.

According to the results, instructors heavily stressed competitive techniques while barely emphasizing bad interpersonal relationships. This indicates that coaches concentrated mostly on getting their athletes ready for competition. The outcome shows that coaches employed fewer unfavorable methods of coaching. The results of the study were related to a synthesis conducted by Michael Marcone (2017), which is "The Impact of Coaching Styles on the Motivation and Performance of Athletes". It reveals that one specific coaching style may not be appropriate or effective for all athletes, but it is evident that the coaching style contributing the most positive impact to athlete motivation and performance is the autonomy supportive coach where a coach exhibits behaviors and tendencies that allow for the psychological needs of athletes to be met in order to feel that they have freedom, the necessary skills to participate, and are connected to the individuals with whom they are associated with when participating in a sport [4].

**Table 1.** Styles and Coaching Behaviors of the Coaches

<b>Variables</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
<b>Coaching Styles</b>		
Authoritarian	3.75	Oftentimes
Democratic	4.23	Almost Always
Laissez-faire	3.84	Oftentimes
Average Mean	3.94	Oftentimes
<b>Coaching Behaviors</b>		
Physical Training and Planning	4.30	Almost Always
Technical Skills	4.28	Almost Always
Goal Setting	4.28	Almost Always
Mental Preparation	4.21	Almost Always
Competitive Strategies	4.31	Almost Always
Personal Rapport	4.26	Almost Always
Negative Personal Rapport	3.35	Sometimes
Average Mean	4.14	Oftentimes

*Coaching styles and coaching behaviors of the coaches when the athletes are grouped according to awards received*

When the athletes are categorized according to awards won, results showed that athletes who won gold shows that democratic coaching was "Almost Always" employed by coaches. Goal setting which coaches "Almost Always" stressed out was evident, while poor personal rapport received the lowest mean which coaches "Sometimes" emphasized. The outcome suggested that gold medalist athletes prioritize goal-setting and have democratic coaches in general.

Coaches "Almost Always" adopted the democratic style with a mean of 4.31 for athletes who won silver. The highest mean of 4.57 in the coaching behaviors related to coaches who "Almost Always" prioritized physical preparation and planning, while the lowest mean of 3.89 related to coaches who "Oftentimes" prioritized poor interpersonal relationships. The outcome suggested that athletes who won silver medals also had coaches who were democratic in style and gave physical preparation and planning the highest priority.

The coaches who "Oftentimes" employed the democratic style had the highest mean of 4.15 among the athletes who won bronze. In terms of coaching behaviors, the coaches who "Almost Always" stressed goal setting had a mean of 4.34, while those who "Sometimes" focused on poor interpersonal relationships had a mean of 2.88. The outcome suggested that goal setting and a democratic coaching style are also common among bronze medalist athletes.

The coaches who "Oftentimes" used the democratic style had the highest mean for athletes who did not get a medal, 4.10. The highest mean of 4.17 in the coaching behaviors related to coaches who "Oftentimes" prioritize physical preparation and planning, while the lowest mean of 3.24 dealt with coaches who "Sometimes" place emphasis on bad interpersonal relationships. The outcome suggested that the emphasis on physical preparation and planning, as well as a democratic coaching style, are as common among competitors who do not win medals.

According to the data, coaches of gold medalist athletes tended to adopt democratic style more frequently and authoritarian style less frequently. In other words, athletes were more effective while working with democratic coaches as opposed to authoritarian ones. Their coaching styles are primarily centered on goal-setting, which indicates that coaches were more concerned with assisting athletes in identifying winning methods and supporting their aspirations for victory. They reduce shouting, employing fear, and utilizing intimidation in coaching because their coaching techniques are least likely to create a bad personal relationship.

Performance of Athletes." It shows that one particular coaching approach may not be suitable or effective for all athletes, but it is clear that the coaching approach contributing the most positively to athlete motivation and performance is the autonomy supportive coach, where a coach displays behaviors and tendencies that allow for the psychological needs of athletes to be met in order to feel like they have freedom, the necessary skills to participate, and are connected to the people while coaching that is intimidating.

Athletes who win awards in a particular sport are typically the work of coaches who favor a democratic coaching style and who have shown a preponderance of positive coaching behaviors, such as goal setting followed by competitive strategies, physical training and planning, technical skills, mental preparation, and interpersonal rapport. Coaches who exhibited more on training and instruction, giving recognition, rewards, and positive feedback, and socially supportive behaviors produced more satisfied athletes. Moreover, rewarding behavior of coaches was the best predictor of team performance satisfaction and coaches' leadership behaviors that focused on the training process to improve athletic performances was the best predictor of personal treatment satisfaction, training and instruction satisfaction, and individual treatment satisfaction of the athletes (Cardenas, et al ,2017) [5].

**Table 3.1** Coaching Styles and Coaching Behaviors of the Coaches when the Athletes are Grouped According to Awards Received

Variables	Awards							
	Gold		Silver		Bronze		No Medal	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI
<b>I. Coaching Styles</b>								
<b>Authoritarian</b>	3.83	O	3.90	O	3.63	O	3.62	O
<b>Democratic</b>	4.31	AA	4.31	AA	4.15	O	4.10	O
<b>Laissez-faire</b>	3.85	O	4.11	O	3.70	O	3.72	O
<b>II. Coaching Behavior</b>								
<b>Physical Training &amp; Planning</b>	4.31	AA	4.57	AA	4.16	O	4.17	O
<b>Technical Skills</b>	4.31	AA	4.44	AA	4.21	AA	4.15	O
<b>Goal Setting</b>	4.38	AA	4.36	AA	4.34	AA	4.05	O
<b>Mental Preparation</b>	4.31	AA	4.24	AA	4.25	AA	4.06	O
<b>Competitive Strategies</b>	4.36	AA	4.52	AA	4.32	AA	4.08	O
<b>Personal Rapport</b>	4.30	AA	4.48	AA	4.14	O	4.13	O
<b>Negative Personal Rapport</b>	3.33	S	3.89	O	2.88	S	3.24	S

Legend:	
VI	Verbal Interpretation
AA	Almost Always
O	Oftentimes
S	Sometimes
R	Rarely
AN	Almost Never

*Coaching Styles and Coaching Behaviors of the Coaches when the Athletes are Grouped According to Level of Competition*

When the athletes are grouped based on their level of competition, the democratic style had the highest mean of 4.66 among athletes who competed up until the regional meet, and coaches "Almost Always" used it. The mean of 4.38 for athletes who competed up until Provincial Meet applied to coaches who "Almost Always" employed the democratic style. The highest mean of 4.16 for athletes who competed till Division Meet applied to coaches who "Oftentimes" used the democratic style. Last but not least, among athletes who competed up till Unit Meet, coaches

who also "Oftentimes" employed the democratic approach had the highest mean of 4.17. According to data, coaches always employed the democratic style with athletes who competed up until Regional Meet.

When the athletes are divided into groups based on their level of competition, Competitive strategies had the highest mean of 4.60 for athletes who participated up until the regional meet, which coaches "Almost Always" highlighted, while negative personal rapport had the lowest mean of 2.40, which coaches "Rarely" emphasized. Coaches "Almost Always" stressed physical preparation and planning with the highest mean of 4.61 for athletes who participated till Provincial Meet, while "Sometimes" stressed a poor personal rapport with the lowest mean of 3.21. Coaches "Almost Always" stressed competitive strategies, with a mean of 4.59, while "Oftentimes" emphasized poor personal chemistry, with a mean of 3.76, for athletes who participated till Division Meet.

Last but not least, coaches "Oftentimes" stressed physical preparation, planning, and competitive strategies for athletes who participated up until Unit Meet, while "Sometimes" emphasized poor interpersonal relationships, with the lowest mean of 3.38.

Data shows that coaches typically provide competitive methods, such as making sure needs are satisfied during competitions and keeping consistency while competing, for athletes who competed up until Regional Meet.

The result of this study was supported by Flett et al. (2013), found out that more effective coaches tended to use positive, supportive, and specific strategies while less effective coaches tended to use negative, harsh, and demeaning strategies [6].

Table 3.2. Coaching Behaviors of the Coaches when the Athletes are Grouped According to Level of Competition

Variables	Coaching Behaviors													
	PTP		TS		GS		MP		CS		PS		NPS	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	VI	Mean	VI	Mean	VI	
<b>Level of Competition</b>														
<b>Regional Meet</b>	3.68	O	4.66	AA	4.03	O	4.43	AA	4.60	AA	4.40	AA	2.40	R
<b>Provincial Meet</b>	3.94	O	4.38	AA	4.01	O	4.29	AA	4.53	AA	4.37	AA	3.21	S
<b>Division Meet</b>	3.86	O	4.16	O	3.77	O	4.51	AA	4.59	AA	4.56	AA	3.76	O
<b>Unit Meet</b>	3.70	O	4.17	O	3.80	O	4.13	O	4.19	O	4.17	O	3.38	S

Legend:	
VI	Verbal Interpretation
AA	Almost Always
O	Oftentimes
S	Sometimes
R	Rarely
AN	Almost Never
PTP	Physical Training & Planning
TS	Technical Skills
GS	Goal Setting
MP	Mental Preparation
CS	Competitive Strategies
PS	Personal Rapport
NPS	Negative Personal Rapport

*Motivational Factors used by Coaches to Influence the Performance of Athletes*

In general, coaches "Almost Always" used motivational factors to influence athletes who won gold, as evidenced by the highest overall mean of 4.48, followed by athletes who won silver and bronze, with overall means of 4.46 and 4.32, respectively. Conversely, coaches "Oftentimes" used motivational factors to influence athletes who did not win a medal, as indicated by an overall mean of 4.14.

However, as evidenced by the highest overall mean of 4.63, followed by Regional and Division Meets with the same mean of 4.55, and athletes who competed until Unit Meet with the lowest mean of 4.25, coaches "Almost Always" used motivational factors to influence athletes who competed until Provincial Meet.

The highest intrinsic motivational elements employed by coaches in terms of awards had a mean of 4.51 as "Almost Always" used was in reference to athletes who won gold. The athletes who did not get a medal were the ones who had the lowest mean of the intrinsic motivational elements that coaches "Oftentimes" used, which was 4.14.

However, the highest extrinsic motivating variables employed by coaches had a mean of 4.45 and were "Almost Always" used in relation to both athletes who won gold and silver. With a mean of 4.15 as "Oftentimes" employed, the lowest extrinsic motivational elements used by coaches related to competitors who did not obtain a medal.

Table 4. Motivational factors used by coaches to influence the performance of athletes.

<b>Motivational Factors</b>						
<b>Variables</b>	<b>Intrinsic Motivation</b>		<b>Extrinsic Motivation</b>		<b>Over all Motivation</b>	
	<b>Mean</b>	<b>VI</b>	<b>Mean</b>	<b>VI</b>	<b>Mean</b>	<b>VI</b>
Awards						
Gold	4.51	AA	4.45	AA	4.48	AA
Silver	4.47	AA	4.45	AA	4.46	AA
Bronze	4.33	AA	4.31	AA	4.32	AA
No Medal	4.14	O	4.15	O	4.14	O
Level of Competition						
Regional Meet	4.51	AA	4.59	AA	4.55	AA
Provincial Meet	4.70	AA	4.56	AA	4.63	AA
Division Meet	4.59	AA	4.51	AA	4.55	AA
Unit Meet	4.24	AA	4.25	AA	4.25	AA

<b>Legend:</b>	
<b>VI</b>	<b>Verbal Interpretation</b>
<b>AA</b>	<b>Almost Always</b>
<b>O</b>	<b>Oftentimes</b>
<b>S</b>	<b>Sometimes</b>
<b>R</b>	<b>Rarely</b>
<b>AN</b>	<b>Almost Never</b>

In terms of level of competition, coaches "Almost Always" used athletes who participated till Provincial Meet with a mean of 4.70 as the highest intrinsic motivational reasons. However, the athletes that participated till Regional Meet as "Almost Always" used had the strongest extrinsic motivational factors.

The findings suggest that coaches always employed motivational elements to affect their athletes' performance. Athletes who have won prizes and participated in competitions at various levels have always been motivated by both internal and external incentives. Results, however, also suggest that coaches frequently applied internal and external motivational elements to athletes who did not win a medal.

According to Narwal (2014), who also supported the study's findings, athletes who are more self-determined (motivated) when practicing their sport are also more self-determined when competing, which inevitably leads to a more successful performance <sup>[7]</sup>.

According to Deci E. and Ryan R., giving people extrinsic rewards for intrinsically motivated behavior can undermine autonomy, a phenomenon known as the over justification effect. As the behavior becomes increasingly controlled by external rewards, people begin to feel less in control of their behavior or their intrinsic motivation diminishes <sup>[8]</sup>.

#### *Difference in the Motivational Factors in the Performance of Athletes considering the Coaching Styles and Coaching Behaviors*

To illustrate how different coaching philosophies and behaviors affect motivated players are to perform, it was determined that there was no substantial change in the intrinsic motivational elements affecting athletes' performance when taking coaching philosophies into account. It was also found out that there was no statistically significant difference between extrinsic motivating factors and athlete performance when coaching methods were taken into account. The findings suggest that regardless of the coaches' coaching philosophies, they would still rely on the same internal and external motivators to affect the performance of the athletes. The coaches would have employed the same intrinsic and extrinsic motivational elements, regardless of their coaching styles, to affect the performance of their athletes. Horn, Bloom, Berglund, and Packard (2011) affirmed that highly motivated athletes thought their coaches had a democratic leadership style, gave them a lot of training, and gave them favorable feedback <sup>[9]</sup>. However, the results opposed the study of Baric and Bucik (2009) which results showed that athletes

whose coaches were less democratic, less supportive, less instructive and less ready to give positive feedback showed a less motivational pattern <sup>[10]</sup>.

Table 5. Difference in the Motivational Factors in the Performance of Athletes considering the Coaching Styles and Coaching Behaviors

Variables	Source of Variation	Sum of Squares	Df	Mean Square	F-value	p-value	Remarks
<b>Coaching Styles:</b> * Intrinsic Motivation	Between Groups	.407	2	.204	.548	.579	NS
	Within Groups	0.123	135	.371			
	Total	50.530	137				
* Extrinsic Motivation	Between Groups	1.926	2	.963	2.737	.068	NS
	Within Groups	47.496	135	.352			
	Total	49.421	137				
<b>Coaching Behaviors:</b> * Intrinsic Motivation	Between Groups	2.024	6	.337	.911	.489	NS
	Within Groups	48.506	131	.370			
	Total	50.530	137				
* Extrinsic Motivation	Between Groups	1.786	6	.298	.819	.557	NS
	Within Groups	47.635	131	.364			
	Total	49.421	137				

\*P<.05

*Difference in the Coaching Styles and Coaching Behaviors of the Coaches when the Athletes are Grouped According to Awards Received and Level of Competition*

When the athletes are categorized according to the awards they have won, there is no discernible variation in the coaching methods of the coaches. When the athletes are categorized according to the awards they have won, it was discovered that there is a considerable variation in the coaching behaviors of the coaches.

Similarly, when athletes are classified according to level of competition, there is no discernible variation in the coaching philosophies of the coaches. However, when the athletes are categorized according to level of competition, there is a considerable variation in the coaching behaviors of the coaches.

Results suggest that coaches of athletes who have won awards and competed at different levels virtually all have similar coaching philosophies. However, coaches' coaching methods differ from those used with athletes who have won prizes and competed at various levels.

The results of the study of Siekanska, Wojtowicz, and Jan (2013) affirmed the result of this study that high-expectancy athletes may believe that coaching behavior hinders (rather than helps) their athletic development. Coaching techniques used with more experienced players did not lead to their perceived sports development being hampered rather than being enhanced. The degree of athletic success also distinguished what was perceived as impeding athletic development <sup>[11]</sup>.

Table 6. Difference in the Coaching Styles and Coaching Behaviors of the Coaches when the Athletes are Grouped According to Awards Received and Level of Competition.

Variables	Source of Variation	Sum of Squares	Df	Mean Square	F-value	p-value	Remarks
<b>Coaching Styles</b> * Awards	Between Groups	1.911	3	.637	2.637	.052	NS
	Within Groups	32.369	134	.242			
	Total	34.280	137				
* Level of Competition	Between Groups	.966	3	.322	1.295	.279	NS
	Within Groups	33.315	134	.249			
	Total	34.280	137				
<b>Coaching Behaviors</b> * Awards	Between Groups	2.588	3	.863	3.635	.015	S
	Within Groups	31.806	134	.237			
	Total	34.395	137				
* Level of Competition	Between Groups	2.423	3	.808	3.385*	.020	S
	Within Groups	31.972	134	.239			
	Total	34.395	137				

## V. CONCLUSIONS

The democratic coaching approach was the most prevalent among the coaching types, while the authoritarian teaching style was the least popular. This demonstrates that coaches typically adopted a democratic method where they have the upper hand to create a laid-back and encouraging environment suited to their athletes. They consistently seem to keep the final decision-making authority while acting as a facilitator for decision-making, problem-solving, goal-setting, strategies, and conditioning. They are typically coaches who place an emphasis on the athletes, allowing or encouraging participation from both team members and individual athletes.

The most frequent coaching behavior that coaches encourage is the use of competitive techniques, while the least frequent coaching behavior that coaches emphasize is the development of a bad personal rapport. This shows that coaches put a lot of effort into getting their players ready for competition; among these behaviors are making sure their needs are satisfied there and keeping their composure while competing. While coaches occasionally highlighted poor personal chemistry with their athletes, as evidenced by the outcomes, this demonstrates that coaches refrain from having a bad relationship with their players. As coaches, they are less likely to behave in ways that are harmful, including yelling at people when they're upset or intimidating them.

For athletes that won gold and competed till Regional Meet, coaches frequently employed democratic approach and rarely used dictatorial style. According to this, athletes fared better when they had democratic coaches as opposed to laissez-faire or authoritarian ones.

For athletes who won gold, coaches placed a high priority on creating goals, whereas for those who competed up until the regional meet, coaches placed a great priority on competitive strategies. However, for athletes that won gold and competed until Regional Meet, coaches marginally highlighted negative personal chemistry. This argues that athletes perform at their best when surrounded by coaches who support them by acting positively, such as by assisting them in achieving their goals, preparing them, and attending to their needs during competition. Additionally, athletes performed better if instructors used fewer negative strategies like intimidating, screaming, and scaring them.

Athletes that won prizes and competed from a unit meet to a regional meet were influenced by their coaches "Almost Always" using intrinsic and extrinsic incentive factors. Coaches, however, "oftentimes" employed incentive strategies with competitors who did not get medals. This shows that trainers frequently inspire their players. Additionally, the athletes' level of performance would be more fulfilling the more coaches applied motivational.

When taking into account the coaching approaches and actions, there was no discernible difference between the extrinsic and intrinsic motivational elements in the performance of the athletes. This suggests that regardless of the coaches' coaching philosophies and actions, they would have employed the same internal and external motivators to affect the performance of the athletes.

There was no significant difference in the coaching styles of the coaches when the athletes are grouped according to awards received and level of competition. This suggests that coaching styles do not necessarily mean a contributor toward athletic success. However, there was a significant difference in the coaching behaviors of the coaches when the athletes are grouped according to awards received and level of competition.

This shows that the success of an athletic performance can be influenced by the coaching style. In other words, there are coaching techniques that appear to be useful or useless in terms of enhancing a good sporting performance

## VI. RECOMMENDATIONS

Coaches may provide additional emphasis on goalsetting, technical proficiency, interpersonal skills, personal chemistry, and mental preparation in addition to competitive techniques. Coaches are recommended to employ positive methods toward athletes more than negative ones, even if they may appear sympathetic to the athlete's self-esteem.

Sports coaching orientation, conferences, seminars, workshops, and training programs/activities can be held by athletic associations for any interested coaches. They may discuss the problems and worries that coaches had during the coaching process and offer suggestions for ideas, methods, and tactics that might sound successful and provide solutions.

Athletic Managers, Sports Officials, and Sports Coordinators may plan yearly sporting events through educational institutions or athletic associations to advance the coaches' professional and personal growth as well as their coaching experience.



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