



Factors Influencing Perceptions of Sport Coach Performance: A Scoping Review

Novandi Firdaus Yusup^{*1}, Trisnar Adi Prabowo², Haeruddin Azhari³, M. Azy' Ari⁴

^{1,3,4}Pendidikan Kepelatihan Olahraga, Universitas Bumigora, Indonesia

²Pendidikan Jasmani, Universitas Muhammadiyah Brebes, Indonesia

Article Info

Article History :

Received : May 2025

Revised : June 2025

Accepted : June 2025

Keywords:

Coach-Athlete Relationship
Coach Performance
Sport Leadership

Abstract

This study aims to identify and map the factors that influence the perception of sports coach performance based on published research results. The research design used is a scoping review, which allows researchers to explore key concepts and existing empirical evidence, while identifying gaps in the literature. The literature was obtained through a systematic search in the PubMed, Scopus, ProQuest, and Google Scholar databases, with keywords such as "coach performance", "perception", "sports coach", and "factors influencing". The articles analyzed were limited to publications in 2020–2024, in English, open access and were scientific articles. The results of this study found 8 articles, showing that the perception of coach performance is influenced by various factors such as leadership style, technical competence, coach personality, quality of coach-athlete relationship, communication strategy, and collaboration with the performance support team. A transformative and communicative leadership style, positive interpersonal relationships, and proper training planning have been shown to increase athletes' positive perceptions of coaches. These findings emphasize the importance of a holistic approach to evaluating coach performance, which includes technical, social, and emotional skills. This research is expected to be the basis for developing more effective sports coaches that are oriented towards the welfare and performance of athletes.

OPEN ACCESS



*Corresponding email :
novandifirdaus@universitasbumigora.ac.id

ISSN 2685-6514 (Online)
ISSN 2477-331X (Print)

INTRODUCTION

The performance of a sports coach is one of the important aspects in the world of sports. Coaches must be able to plan, implement, and evaluate training programs to achieve athlete achievement goals (Wijayanti et al., 2024). Coach performance is not only measured by the final results of the match, but also by the coaching process, communication, and ability to build positive relationships with athletes (Sridana et al., 2024). Perceptions of coach performance are often influenced by various factors, both internal and external (Fitrianto et al., 2024).

Having a qualified coach provides many benefits for athletes. Based on the results of previous scientific studies, these include increased motivation, development of technical and tactical skills, and the formation of strong character (Setiawan et al., 2023) & (Juita et al., 2024). A competent coach is able to create a conducive training environment, provide constructive feedback, and help athletes cope with the pressure of competition (Olsson et al., 2022) & (Mandan et al., 2024). Thus, the presence of a qualified coach greatly contributes to the achievement of optimal performance for athletes.

To become a qualified coach, a person must go through various stages, starting from formal education in the field of sports, coaching training, to practical experience in the field (Setiawan et al., 2023). In addition, coaches also need to develop interpersonal competencies, such as the ability to communicate, motivate, and understand the individual needs of athletes (Mandan et al., 2024). Certification and ongoing training are also important requirements so that coaches always follow developments in sports science and technology (Parra-Camacho et al., 2023).

However, until now there are still various differences in perception regarding the performance of sports coaches, both

from the side of athletes, management, and the community. Various factors such as educational background, experience, leadership style, and organizational support can influence perceptions of coach performance (Sridana et al., 2024) & (Fitrianto et al., 2024). This problem indicates the need for a comprehensive study to identify factors that influence the perception of sports coach performance.

This study aims to identify and map the factors that influence the perception of sports coach performance through a scoping review approach. Thus, the results of this study are expected to provide a clearer picture of the aspects that need to be considered in efforts to improve the quality of sports coach performance in the future.

METHODS

Research design

This study uses a scoping review design, which is a literature review method that aims to map concepts, evidence, and research gaps in a field that is still broad or has not been studied in depth (Arksey & O'Malley, 2005). Scoping review was chosen because it is able to provide a comprehensive overview of the factors related to the research topic (Prabowo et al., 2025ab), in this study are those that influence the perception of sports trainer performance based on various existing research results.

Identifying Research Questions

The first step in a scoping review is to formulate a research question that will form the basis for searching and selecting literature. The main question in this study is: "What factors influence the perception of sports coach performance according to published research results?"

Literature Search Strategy

Literature searches were conducted systematically on several electronic databases, such as PubMed, Scopus, Google Scholar, and ProQuest. Keywords used in the search included: "coach

performance”, “perception”, “sports coach”, and “factors influencing”, as well as their English equivalents.

Inclusion and Exclusion Criteria

The inclusion criteria in this study were articles that discussed factors that influence the perception of sports coach performance, published in English and were original research with quantitative or qualitative research types. Meanwhile, articles that were not relevant to the topic, not available in full text, not open access, review articles, and published before January 2020 to December 2024 would be excluded from the analysis process.

Data analysis

Articles that met the inclusion criteria were extracted using a tabular

format, which included the title and authors, research objectives, methods, main results and factors identified as influencing coach performance perceptions. The data were then analyzed descriptively and synthesized to identify key themes and map the factors found in the literature.

RESULT

Based on the main search in this study, 1,847 articles were found that matched the keywords used as article searches. Then, after selecting the articles based on inclusion and exclusion criteria, 8 relevant articles were found for further analysis. The following are the results of the article analysis.

Table 1. Results on review articles

Title and Author	Objective	Method	Results
Self-Efficacy Belief and the Influential Coach: An Examination of Collegiate Athletes (Weight et al., 2020)	The purpose of this study was to examine college athletes' perceptions of the prevalence of transformative and destructive coaches, the teaching methods athletes perceive as transformative (strengthening self-efficacy beliefs), and the influence of coaching methods on sport self-efficacy beliefs	This study used a qualitative approach with content analysis of student athlete narratives at the college level. The researcher collected data through an open-ended questionnaire that asked athletes to describe the most influential coach in their athletic experience	These transformative coaches generally demonstrate high levels of confidence in the athlete's abilities, set high expectations, provide emotional support, and build positive interpersonal relationships. In contrast, some athletes also report being coached by destructive coaches, who actually lower their self-confidence through behaviors such as derogatory criticism, verbal intimidation, and lack of emotional support
The Impact of an Authentic Sports Leadership Program for Coach (Soto Garcia et al., 2021)	This paper examines the impact of authentic sport leadership training on coaches' self-perceptions of their own authentic leadership, perceived fairness, competence, overall self-efficacy, and collective efficacy	This study used a quasi-experimental design. experimental group (15 coaches) and control group (10 coaches). The coaches came from the sports of soccer and handball. In addition, 248 athletes (136 from experimental coaches and 112 from control) were also involved. Coaches in the experimental group participated in a 15-hour authentic leadership	Coaches who participated in the training program experienced significant increases in perceptions of authentic leadership, perceived fairness, competence, general self-efficacy, and collective efficacy. Meanwhile, coaches in the control group showed a decrease in several of these aspects. From the athlete perspective, players who were coached by coaches who participated in the training showed an increase in perceptions of their coach's decision-making and

		training program, while the control group received no training	motivational abilities, compared to a decrease in the control group
<p>“I Want to Create So Much Stimulus That Adaptation Goes Through the Roof”: High-Performance Strength Coaches' Perceptions of Planned Overreaching (Bell et al., 2022)</p>	<p>The purpose of this study was to explore strength coaches' perceptions and experiences of planned overtraining (POR); short-term periods of increased training demand designed to improve athletic performance</p>	<p>This study used a qualitative design with semi-structured interviews with 14 coaches (weightlifting, powerlifting, sprint, throws, and jumps). Data were analyzed using reflexive thematic analysis according to the Braun and Clarke (2006) approach, to identify patterns of meaning and themes from the coach's experience of the concept of planned overreaching (POR)</p>	<p>Coaches consider planned overreaching (POR) to be an important strategy to induce physiological adaptations to improve athlete performance. POR is typically performed 7–14 days prior to competition with a drastic increase in training volume and/or intensity. Although some coaches have expressed hesitation in using it due to the risk of injury, lack of knowledge, or uncertainty of an athlete's response to high training loads.</p>
<p>Olympic coaching excellence: A quantitative study of Olympic swimmers' perceptions of their coaches (Cook et al., 2022)</p>	<p>The purpose of this study was to examine whether athletes' perceptions of their coaches differentiate between world-class coaches (e.g., Olympic gold medalists) and world-class coaches (e.g., non-Olympic gold medalists)</p>	<p>This study used a comparative quantitative approach involving 38 Olympic swimmers (23 from gold medal winning coaches, and 15 from non-gold winning coaches). The athletes completed an observer-rated psychometric questionnaire that measured 12 variables: the five Big Five personality dimensions, three dark triad dimensions, and four components of emotional intelligence</p>	<p>Coaches who successfully led athletes to win Olympic gold medals were rated higher in terms of conscientiousness, openness to experience, and ability to perceive emotions and manage emotions in others, compared to coaches who did not produce gold medals. In contrast, they were rated lower in terms of narcissism. These results suggest that athletes' perceptions of their coaches' psychological characteristics can differentiate coaches' effectiveness in achieving the highest achievements at the Olympics</p>
<p>Exploring leadership behaviors of the coaches of champion teams (Yenen et al., 2023)</p>	<p>The purpose of this study was to evaluate the perceptions of young student athletes from champion school teams regarding their coaches' leadership behaviors</p>	<p>This study used a quantitative approach with a survey method. A total of 236 student athletes from seven sports (basketball, handball, volleyball, futsal, badminton, wrestling, and swimming) who were members of school champion teams in North Cyprus participated. The instrument used was the Leadership Scale for Sports (LSS)</p>	<p>Student athletes had positive perceptions of their coaches' leadership behaviors. Of the five leadership dimensions, training and instruction was the most frequently perceived by athletes, followed by democratic behavior, positive feedback, social support, and finally autocratic behavior. Athletes' perceptions also differed significantly by gender and sport type, but did not differ by age. Female athletes in team sports tended to have more positive perceptions of their coaches than male athletes, while in individual</p>

			sports, males had more positive perceptions than females.
How relationship-maintenance strategies influence athlete burnout: Mediating roles of coach-athlete relationship and basic psychological needs satisfaction (Fan et al., 2023)	Investigating how relationship maintenance strategies employed by athletes affect athlete burnout levels. This study also explores the mediating role of coach-athlete relationships and basic psychological needs satisfaction (autonomy, competence, and relatedness)	This study used a quantitative online survey method involving 256 adolescent athletes. The instruments used included the coach-athlete relationship maintenance questionnaire (CARM-Q), coach-athlete relationship quality (CART-Q), basic psychological needs satisfaction (BNSSS), and athlete burnout (ABQ).	Relationship maintenance strategies used by athletes significantly reduced burnout levels. In addition to the direct effects, there were three significant mediation pathways: (1) through the coach-athlete relationship, (2) through basic psychological needs satisfaction, and (3) sequentially through both. That is, the more often athletes used strategies to maintain a good relationship with their coach, the higher the quality of the relationship, the more their basic psychological needs were met, and ultimately their burnout levels were lower
Perception of Players on the Coach Competence and Team Performance in the Kenyan National Soccer and Volleyball Leagues (Mucheke et al., 2023)	The purpose of this study was to examine whether players' perceptions of coach competence predict team performance in the Kenyan national football and volleyball leagues	This study used a quantitative approach with a cross-sectional survey design. The sample consisted of 500 players from the national football and volleyball leagues in Kenya in the 2020/2021 season, selected through purposive sampling technique. Data were collected using the Leadership Scale for Sport (LSS) questionnaire	Players' perceptions of coach competence have a significant relationship with team performance (R^2 : 79.8% for soccer and 77.9% for volleyball). In soccer, perceptions of coaching/instruction, autocratic behavior, rewarding, and social support have a significant effect on team performance. However, perceptions of democratic behavior have no significant effect. On the other hand, in volleyball, only coaching/instruction, autocratic behavior, and social support have a significant effect on team performance, while rewarding and democratic behavior are not significant
Coaches' experiences of performance support teams (Burns., 2024)	Exploring elite coaches' experiences of working with performance support teams, primarily comprising sport science and sports medicine (SSSM) practitioners. The study focuses on how coaches make sense of effective and ineffective collaborative practices with these teams, and how this influences the planning and delivery	This study used a qualitative design with semi-structured interviews with 8 elite coaches from the Summer and Winter Olympic Games. Interviews were analyzed using reflexive thematic analysis (RTA) to identify key themes from coaches' experiences of interacting with performance support teams	Elite coaches highly value effective collaboration with performance support teams, particularly when practitioners have a contextual understanding of the sport, are able to communicate openly, and are adaptive and proactive in supporting team goals. Successful collaboration is characterized by shared goals, clarity of roles, and commitment beyond formal responsibilities. In contrast, unsuccessful collaboration is often caused by a lack of accountability, poor communication, and an isolated approach to working.

of training and the
professional
development of both
coaches and
practitioners

DISCUSSION

Based on the results of a scoping review of eight scientific articles, it was found that perceptions of coach performance are formed by various complex and interacting factors, from coach character, leadership style, interpersonal competence, to the context of social relations within the team. The results of this study emphasize the importance of coach leadership style, as in the study Weight et al., (2020) dan Yenen et al., (2023), which shows that transformational coaches and coaches who emphasize instructional coaching and social support are perceived more positively by athletes. Leadership styles that foster self-confidence, close relationships, and a supportive training atmosphere have been shown to greatly influence athletes' positive perceptions of coaches.

Previous studies have shown that leadership style is very important for coaches to have because it directly influences athlete motivation, self-confidence and performance (Mandan et al., 2024) & (Yusup et al., 2024). Coaches with positive leadership styles, such as transformational, democratic, or instructional, are able to create a supportive training environment, build strong interpersonal relationships, increase athlete satisfaction, and encourage optimal mental and physical development of athletes (Fitrianto et al., 2024) & (Prabowo, 2024). On the other hand, if a coach does not have a clear leadership style or exhibits negative behaviors such as being authoritarian without communication, lacking empathy, or not giving constructive feedback, this can lower athlete morale, create tension within the team, and even trigger burnout

and a decline in overall performance (Sridana et al., 2024).

Coach professional development has been shown to improve their perceived performance. Soto Garcia et al., (2021) showed that coaches who participated in authentic leadership training experienced increased perceptions of competence and motivational abilities from an athlete perspective. This confirms that leadership training not only has an impact on increasing coach capacity, but also has a direct impact on how athletes evaluate them. Furthermore, the psychological character of the coach has also been shown to be an important factor. As shown by Cook et al., (2022), coaches who are more open, persistent, and able to manage emotions tend to be rated as more effective, especially by elite athletes such as Olympic swimmers. Athletes' perceptions of the coach's personality appear to be an important indicator in assessing the effectiveness and credibility of the coach's leadership.

Previous studies also explain that coaches who have good leadership tend to be able to build positive relationships, provide clear direction, and create a supportive and motivating training atmosphere, so that athletes feel appreciated, understood, and encouraged to develop (Juita et al., 2024) & (Setiawan et al., 2023). This makes athletes give positive assessments to coaches because they feel the direct impact of the leadership in personal and team achievements. Indirectly, this also affects the psychological aspects of athletes, such as increased self-confidence, intrinsic motivation, psychological satisfaction, and emotional security (N. A. Setiawan et al., 2023). These indirect influences are important factors in

maintaining high performance and mental resilience in sport.

Relationship and communication strategy factors also emerged as important determinants. Fan et al., (2023) revealed that a good coach-athlete relationship and the fulfillment of basic psychological needs have an impact on reducing athlete burnout. This shows that coaches who are able to maintain the quality of interpersonal relationships with athletes indirectly improve performance and positive perceptions of themselves. The same thing was also emphasized by Burns et al., (2024) who highlighted the importance of collaboration between coaches and performance support teams in creating an effective training environment.

Some literature shows that the relationship and collaboration between coaches and athletes is very important because it is the foundation for effective communication, mutual trust, and understanding of the needs and potential of individual athletes (Mandan et al., 2024). When coaches and athletes have a strong relationship and are able to collaborate well, the training process becomes more focused, adaptive and responsive to the athlete's psychological and physical condition (Choi et al., 2020). The positive impacts felt by athletes include increased motivation, comfort in training, and a sense of belonging to the team's goals (Fan et al., 2023). Then, the fulfillment of psychological needs such as autonomy, competence, and connectedness all contribute to increased performance and mental resilience in the face of competitive pressure (Yenen et al., 2023).

The explanation of the technical competence of coaches can be expanded by emphasizing that this aspect includes the coach's ability to design, implement, and adapt training programs that suit the needs of individuals and the team as a whole. Mucheke et al.'s (2023) study showed that technical aspects such as the ability to provide effective training instructions, develop game strategies, and provide social

support to players have a significant contribution to team performance and players' positive perceptions of the coach. Meanwhile, Bell et al., (2022) study expanded the understanding of technical competence by highlighting intensive training strategies such as planned overreaching (POR). POR is a structured short-term training load increase technique designed to create maximum physiological adaptation before the competition phase. The use of this strategy requires high expertise from the coach in terms of planning, monitoring the athlete's physical and mental responses, and evaluating risks. Therefore, the coach's technical competence not only reflects knowledge and skills, but also reflects the ability to think critically, make strategic decisions, and make adjustments based on data and experience in the field (Wijayanti et al., 2024).

Overall, these findings answer the research question that factors that influence the perception of sports coach performance include: leadership style, professional development, coach personality, communication and interpersonal relationship strategies, technical competence, and collaboration skills in performance support teams. This study emphasizes that the perception of coach performance is not only influenced by technical abilities alone, but also highly dependent on social, emotional, and contextual factors that shape the overall coach-athlete interaction.

This study has several limitations that need to be considered. First, although eight relevant articles were reviewed, this number is still limited compared to the breadth of contexts and variables that may influence perceptions of sports coach performance. Second, most of the reviewed studies were set in different cultural contexts and sport systems (e.g., Europe, Asia, and Africa), so generalization of the results to local contexts (e.g., Indonesia) needs to be done with caution. Third, the diverse methodological approaches, both

quantitative and qualitative, limit the ability to compare data directly and consistently. Fourth, some studies only looked at perceptions from the athlete's perspective without considering the coach's perspective or other external factors such as the organization or social environment, which may also influence perceptions of coach performance. Therefore, further research is recommended to involve more cross-cultural literature and data triangulation approaches to provide a more comprehensive understanding.

CONCLUSION

The findings of this study are that the perception of coach performance is influenced by various interrelated factors, including leadership style, technical competence, coach personality, the quality of the coach-athlete relationship, communication strategies, and collaboration with the performance support team. Positive leadership styles such as transformational and instructional have been shown to build athlete motivation and confidence. Good technical competence reflects appropriate and adaptive training planning to the needs of athletes. In addition, strong interpersonal relationships between coaches and athletes also play an important role in maintaining the psychological health and performance of athletes. These findings confirm that the perception of coach performance is not only influenced by technical abilities alone, but also by social and emotional dimensions reflected in leadership and professional relationships. Therefore, sports coaches need to develop leadership, communication, and relationship management skills in balance with technical competence to increase the effectiveness of their role in the eyes of athletes.

ACKNOWLEDGEMENT

I would like to thank Bumigora University, Indonesia, for financially supporting this research to be published.

REFERENCES

- Arksey, H., & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International Journal of Social Research Methodology: Theory and Practice*, 8(1), 19–32. <https://doi.org/10.1080/136455703200119616>
- Bell, L., Ruddock, A., Maden-Wilkinson, T., & Rogerson, D. (2022). "I Want to Create So Much Stimulus That Adaptation Goes Through the Roof": High-Performance Strength Coaches' Perceptions of Planned Overreaching. *Frontiers in Sports and Active Living*, 4. <https://doi.org/10.3389/fspor.2022.893581>
- Burns, A., Collins, D., & Nolte, L. (2024). Coaches' experiences of performance support teams. *International Journal of Sports Science and Coaching*, 19(3), 965–977. <https://doi.org/10.1177/17479541241228814>
- Choi, H., Jeong, Y., & Kim, S. K. (2020). The relationship between coaching behavior and athlete burnout: Mediating effects of communication and the coach–athlete relationship. *International Journal of Environmental Research and Public Health*, 17(22), 1–17. <https://doi.org/10.3390/ijerph17228618>
- Cook, G. M., Fletcher, D., & Peyrebrune, M. (2022). Olympic coaching excellence: A quantitative study of Olympic swimmers' perceptions of their coaches. *Journal of Sports Sciences*, 40(1), 32–39. <https://doi.org/10.1080/02640414.2021.1976486>

- Fan, F., Chen, J., Chen, Y., Li, B., Guo, L., Shi, Y., ... Shi, H. (2023). How relationship-maintenance strategies influence athlete burnout: Mediating roles of coach-athlete relationship and basic psychological needs satisfaction. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1104143>
- Fitrianto, A. T., Prayoga, H. D., Rizky, O. B., Sutresna, N., Sinulingga, A., & Prabowo, T. A. (2024). Perspectives towards training approaches to skill achievement in swimming athletes: mixed methods. *Physical Culture, Recreation and Rehabilitation*, 3(2), 86–93. <https://doi.org/10.15561/physcult.2024.0205>
- Juita, A., Tomoliyus, T., Hariono, A., Syahriadi, S., Sukamti, E. R., Fauzi, F., ... Prabowo, T. A. (2024). The effect of service quality and coach competency on the motivation and achievement of Riau basketball student-athletes. *SPORT TK-Revista EuroAmericana de Ciencias Del Deporte*, 13, 12. <https://doi.org/https://doi.org/10.6018/sportk.564821>
- Mandan, A., Syahriadi, S., & Prabowo, T. A. (2024a). Analyzing Coaches' Skills: A Survey of Table Tennis Coaches in Riau Province and DIY Province, Indonesia. *Indonesian Journal of Physical Education and Sport Science*, 4(02), 104–114. <https://doi.org/https://doi.org/10.52188/ijpess.v4i2.591>
- Mandan, A., Tomoliyus, T., Alim, A., Sukamti, E. R., Fauzi, F., Hariono, A., & Prabowo, T. A. (2024). The impact of service quality, family support, and coach-athlete intimacy on the achievement performance of student-athletes through motivation as a mediator. *SPORT TK-Revista EuroAmericana de Ciencias Del Deporte*, 13, 14. <https://doi.org/https://doi.org/10.6018/sportk.574101>
- Mucheke, C., Bailasha, N., & Waiganjo, L. B. (2023). Perception of Players on the Coach Competence and Team Performance in the Kenyan National Soccer and Volleyball Leagues. *International Journal of Arts, Recreation and Sports*, 1(2), 1–26. <https://doi.org/10.47941/ijars.1492>
- Olsson, L. F., Madigan, D. J., Hill, A. P., & Grugan, M. C. (2022). Do Athlete and Coach Performance Perfectionism Predict Athlete Burnout? *European Journal of Sport Science*, 22(7), 1073–1084. <https://doi.org/10.1080/17461391.2021.1916080>
- Parra-Camacho, D., Fernández-Piqueras, R., & Ballester-Esteve, I. (2023). Influence of Teaching Digital Competence and Professional Competencies on the Professional Performance of the Soccer Coach. *Physical Culture and Sport, Studies and Research*, 99(1), 43–54. <https://doi.org/10.2478/pcssr-2023-0012>
- Prabowo, T. A. (2024). Athletes' Satisfaction Towards Sport Training: an Initial Investigation and Development of Questionnaire. *European Journal of Physical Education and Sport Science*, 11(1), 80–95. <https://doi.org/10.46827/ejpe.v11i1.5365>
- Prabowo, T. A., Afifah, M., Cahyo, F. D., Zakaria, A., & Indarto, A. V. (2025a). Self-Efficacy and Motivation Student in Physical Education Learning: Scoping Review. *Jurnal Porkes*, 8(1), 377–389. <https://doi.org/10.29408/porkes.v8i1.29743>
- Prabowo, T. A., Indarto, A. V., Zakaria, A., Cahyo, F. D., & Afifah, M. (2025b). The effect of physical fitness on academic achievement through self-confidence in adolescents aged 16 – 18 years: a scoping review. *Physical*

- Culture, Recreation and Rehabilitation*, 4(1), 50–57.
<https://doi.org/https://doi.org/10.15561/physcult.2025.0105>
- Setiawan, I., Tomoliyus, T., Juita, A., Wijayanti, N. P. N., & Prabowo, T. A. (2023). Analysis of Basketball Coach Competency: A Case Study of Student Level Basketball Coaches in Yogyakarta. *International Journal of Multidisciplinary Research and Analysis*, 06(07), 3215–3221.
<https://doi.org/10.47191/ijmra/v6-i7-47>
- Setiawan, N. A., Kinanti, R., & Nanda, F. A. (2023). Performance Motivation of Taekwondo Athletes: Coach-Athlete Relationship. *Journal of Coaching and Sports Science*, 2(1), 41–48.
<https://doi.org/10.58524/jcss.v2i1.226>
- Soto Garcia, D., García Herrero, J. A., Carcedo, R. J., & Sánchez García, M. (2021). The Impact of an Authentic Sports Leadership Program for Coach. *Frontiers in Psychology*, 12.
<https://doi.org/10.3389/fpsyg.2021.701134>
- Sridana, R., Tomoliyus, T., Sukamti, E. R., Prabowo, T. A., & Abrori, R. B. (2024). The Effect of Coaching Style on Performance of Athletes Through Anxiety as Mediating Variable in Adolescent Swimmers El efecto del estilo de entrenamiento sobre el rendimiento de los deportistas a través de la ansiedad como variable mediadora en nadadores. *Retos*, 55, 241–248.
<https://doi.org/https://doi.org/10.47197/retos.v55.103150>
- Weight, E., Lewis, M., & Harry, M. (2020). Self-Efficacy Belief and the Influential Coach: An Examination of Collegiate Athletes. *Journal of Athlete Development and Experience*, 2(3).
<https://doi.org/10.25035/jade.02.03.04>
- Wijayanti, N. P. N., Tomoliyus, T., Alim, A., Wedi, S., Artanayasa, W., Sudiana, K., ... Prabowo, T. A. (2024). The influence of coaches' behavior on achievement motivation and performance of Riau athletes. *Sport TK*, 13.
<https://doi.org/10.6018/sportk.564811>
- Yenen, E., Atamturk, H., & Atamturk, N. (2023). Exploring leadership behaviors of the coaches of champion teams. *Frontiers in Psychology*, 13.
<https://doi.org/10.3389/fpsyg.2022.1091703>
- Yusup, N. F., Fauzi, F., Tomoliyus, T., Alim, A., Budiarti, R., Prabowo, T. A., & Alfredatama, I. (2024). Analysis of Stress Management in Karate Athletes: Survey in West Nusa Tenggara Province, Indonesia. *European Journal of Physical Education and Sport Science*, 11(1), 174–184.
<https://doi.org/10.46827/ejpe.v11i1.5396>