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# The Impact of Coaching Styles on the Motivation and Performance of Athletes

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The Impact of Coaching Styles on the Motivation and Performance of Athletes

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A Synthesis Project

Presented to the

Department of Kinesiology, Sport Studies, and Physical Education

The College at Brockport

State University of New York

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In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education

(Physical Education)

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By

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THE COLLEGE AT BROCKPORT  
STATE UNIVERSITY OF NEW YORK  
BROCKPORT, NEW YORK

Department of Kinesiology, Sport Studies, and Physical Education

Title of Synthesis Project: Motivational factors that lead college athletes to engage in  
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## **Abstract**

Previous research has been conducted on the concept of coaching styles and their impact on the motivation and performance of athletes, with results suggesting that the impact can be extremely significant. Through the different styles of coaching, coaches impact the athletes with whom they associate in different ways, while also fulfilling or neglecting the athletes' psychological needs. Through recent research, it has been suggested that coaches who exhibit the most autonomy supportive behaviors tend to fulfill the psychological needs of athletes, resulting in the development of self-determined forms of motivation. When autonomy is supported and athletes become self-determined in their motivation, research shows that these athletes achieve greater success in their overall improvement and performance when participating in their respective activity or sport. The purpose of this synthesis project was to review the literature regarding coaching styles and their impact on the motivation and performance of athletes. More specifically, to establish an understanding of what coaching style has the most positive impact on an athlete's motivation and performance.

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## Chapter 1 - Introduction

In sports, athlete motivation can be the key to success. Of the various outside influences that have an effect on athletes throughout their sport experience, the coach-athlete relationship is one of the most important influences on athlete motivation and performance (Mageau & Vallerand, 2003). Throughout the United States, tens of millions of young athletes participate in competitive sports every year on a weekly, and in many cases, daily basis. If there are tens of millions of young athletes participating in athletics throughout the year, this means that they are interacting with millions of different coaches who are also involved in athletics (Britton, Hill & Ward, 2017). Coaches, athletes, parents, and league administrators have the responsibility of gaining knowledge to better understand the impact that these coaches and their coaching styles have on the athletes with whom they associate. The coaching style that a coach develops or adopts can have a positive or a negative effect on his or her athletes, and it is important to understand the impact that attitude, demeanor, personality, and overall leadership style has on athletes. Because coaches play such a vital role in sport teams due to the fact that they are responsible for creating and maintaining an ideal condition for players to fulfill their fullest potential, if a coach does not develop a coaching style that is capable of gaining the attention, respect, and will to improve from his or her athletes, it is likely that he or she will not be able to motivate them in any form, which leads to a lack of success.

There are several coaching styles that any individual coach can adopt or adapt as their own while they are in charge of a group of athletes, regardless of their age, sport, or level of skill. Each coaching style tends to exhibit its' own specific behaviors and characteristics, resulting in different impacts on the athletes with whom they are associated. The two main styles of coaching that can be identified in sport is the autonomy supportive style and the controlling

style. Each of these styles has their own positives and negatives attributes, and each style impacts athlete motivation and performance. Previous studies, such as Deci and Ryan's review of Self-Determination Theory in 2000, discuss a number of psychological needs of athletes, which if are not met, result in motivation and performance of athletes that is not necessarily the desired outcome.

Understanding the characteristics and behaviors exhibited by different styles of coaches is crucial when talking about their consequential effect on athlete motivation and performance. Autonomy supportive coaches tend to be pro-social, approachable, and very positive. A specific review conducted by Mageau and Vallerand (2003) identified specific autonomy supportive behaviors that autonomy supportive coaches exhibit, and all of the behaviors presented have been linked to enhanced intrinsic and self-determined extrinsic motivation. In contrast, the controlling coach exhibits behavior that is anti-social, making them unapproachable, and often times provides negative feedback to athletes.

### *Statement of the Problem*

There are multiple coaching styles that any individual coach can adopt or adapt as their own while they are in charge of a group of athletes; regardless of their age, sport, or level of competence within that sport. Each of these coaching styles exhibits various behaviors that have very different impacts on the athletes with whom the coaches are associated. While assuming that the differing coaching styles have an impact on athlete motivation and subsequent performance, an overview of these different coaching methods, as well as their impact on athletes, will be reviewed in this synthesis in order to determine which coaching style has the greatest positive impact on athlete motivation and performance.

### *Purpose of the Review of Literature*

The purpose of this synthesis project is to review the literature regarding coaching styles and their impact on the motivation and performance of athletes. More specifically, to establish an understanding of what coaching style has the most positive impact on an athlete's motivation and performance.

### *Operational Definitions*

The following terms will be defined for the specific purpose of reference in this study.

1. Coach: Someone who trains, instructs, or gives advice to an athlete in order to improve their physical and mental performance in their sport (Gillet, Vallerand, Amoura, & Baldes).
2. Coaching Style: The manner in which a coach conducts him/herself while training, instructing, or advising his or her athletes (Mageau & Vallerand, 2003).
3. Performance: Any action or task, seen in terms of how successfully it was performed (Gillet, Vallerand, Amoura, & Baldes).

Add references to your definitions and I am eliminating anything about leadership because you never mention that in your opening.

### *Limitations*

This study was limited to:

1. Available research on coaching styles and their impact on athlete motivation and performance.
2. Peer reviewed articles on coaching styles and athlete motivation and performance.
3. Studies conducted in the year 2000 or later.



### *Delimitations*

This study was delimited to:

1. Research dealing with coaching styles and the effect they have on athlete motivation and performance.
2. Athletes that were high school age or older.
3. Athletes and coaches in competitive sport, instead of recreational.
4. Literature was delimited to studies conducted in the year 2000 or later.

### *Assumptions*

For the purpose of this review, the following assumptions were made:

1. Literature review was exhaustive and comprehensive.
2. Significance can be determined from each study examined due to the effect of the size of the number of participants.
3. All participants in each study were truthful in their responses, completing instruments to the best of their ability.

## Chapter 2 - Methods

The purpose of this chapter is to review the methods used to investigate the impact of coaching styles on the motivation and performance of athletes. The College at Brockport Drake Memorial Library website was primarily used in the search for relevant research that has been completed on this topic. The studies that were selected for this synthesis were located using the EBSCO Host database. Within EBSCO Host, SPORTDiscus was searched, and only peer reviewed, scholarly articles with full text were chosen. The article search within the previous database provided many relevant articles related to this topic.

To begin the data search, a number of keywords and phrases were identified to allow me to locate relevant research studies. Some of the keywords identified were: coach, athlete, motivation, performance, and success. The phrases identified were: coaching style(s), leadership style(s), athlete motivation, athlete performance, and athlete success. The keywords listed above were searched in different combinations that made up the key phrases listed, and these phrases were searched individually, in pairs, and together with different keywords. This process was repeated until a sufficient amount of articles that met the criteria of being scholarly, peer reviewed articles with full text were found.

The search for relevant research began and ended within the SPORTDiscus database, and the results were limited to full text academic journals that were published no earlier than 2000. Using the phrase coaching styles, 437 results were identified. In an attempt to refine these results, the phrase athlete motivation was added, resulting in a total of 21 articles. Further limiting the search results, the keyword performance was added as a search term, with 6 total articles found. For an article to be included in the literature review, the article must have met a number of different criteria. Any chosen article needed to be research studies that were published

no earlier than 2000 in a peer reviewed journal. The search for these articles was limited to those that had full text available within the database, and any article that was not provided in its entirety was not utilized for this literature review.

The critical mass for this synthesis consisted of 1,943 subjects. The total participants sample consisted of 1,222 males and 721 females. All research articles chosen for this synthesis were not selected based off of the number of males or female participants, but with the general topic in mind. Athletes between the ages of 14 and 43 years old were reported in the reviewed literature, participating at the high school varsity, youth national, collegiate division III, or professional level of their respective sports. The different sports represented in the studies selected included judo, volleyball, soccer, football, baseball, softball, field hockey, lacrosse, basketball, tennis, fencing, track and field, cycling, swimming, handball, skiing, snowboarding, and tae kwon do.

### Chapter 3 - Literature Review

The purpose of this chapter is to review the literature on the impact of coaching styles on the motivation and performance of athletes. In recent years, there has been extensive research conducted designed to answer the question of what coaching style has the most positive impact on athlete motivation, and how that motivation impacts athlete performance. The specific topics that will be discussed include: the role of a coach, coaching styles, motivation, intrinsic and extrinsic motivation, coaching style effects on athlete motivation and performance.

#### *Role of a Coach*

A coach is considered someone who trains, instructs, or gives advice to an athlete in order to improve their physical and mental performance in their sport. Per Moen, Hoigaard and Peters (2014) note the primary role of the coach is to help his or her athletes to improve their performance. In many situations, once an athlete has begun their journey of participating in competitive sport they will spend a majority of their time with their coach. Not only does a coach have the responsibility of taking the authoritative role over a team or group of athletes, teaching technical skills, and in most cases winning; he or she has the responsibility of motivating athletes, supporting them, and enabling them to fulfill their fullest potential (Hyun-Duck & Cruz, 2016).

#### *Coaching Styles*

Coaching style can be defined as the manner in which a coach conducts themselves while training, instructing, or advising his or her athletes (Reference needed). Although different researchers may refer to each style using a different word or phrase, the collective majority identify the two styles of coaching as either the autonomy support coach and the controlling

coach. Each of these styles will be described below. (Add a few references here in alpha order of researchers who conclude there are two styles of coaching)/

### *Autonomy Supportive Coach*

Being an autonomy supportive coach, means that the individual takes into account their athletes' perspective, engages with and acknowledges their athletes' feelings, and provides athletes with pertinent information and opportunities for choice (Deci & Ryan, 1985). In a study completed by Mageau and Vallerand (2003), there were a number of behaviors identified that coincide with behaviors autonomy supportive coaches display. These specific behaviors include: providing choice for their athletes within specific rules and limits, providing their athletes a rationale for tasks and limits, acknowledging athletes' feelings and perspectives, providing athletes with opportunities for initiative taking and independent work, providing non-controlling competence feedback, avoiding controlling behaviors such as criticism, controlling statements, and offering tangible reward for tasks, and lastly, preventing ego-involvement in athletes (Mageau & Vallerand, 2003). Coaches who are identified by their athletes as autonomy supportive are also described as pro-social and approachable. In contrast to this coaching style, there is the controlling coach who displays a different set of behaviors.

### *Controlling Coach*

Although the literature tends to focus on the characteristics of the autonomy supportive coach, there are a number of characteristics and behaviors that can be identified in a controlling coach, and the vast majority of these behaviors are in direct contrast to those of an autonomy supportive coach. Controlling coaches tend to provide no choices or rationales for their athletes, and although they do provide feedback, it is often negative (Mageau & Vallerand, 2003). The controlling coach also employs power-assertive techniques that pressure athletes to comply. This

can be most closely associated with the concept of punishing athletes for not completing certain tasks, or if they are completed in a non-desired fashion (Mageau & Vallerand, 2003).

### *Motivation*

Motivation can be defined as the reason why an athlete performs or completes an action. Over the years, extensive research has been conducted on the idea of motivation, and more specifically, athlete motivation. A key theoretical framework that is linked to athlete motivation is the Self-Determination Theory (Ryan & Deci, 2000). As a result of this theory, two main forms of motivation have been identified and were consistently discussed throughout the literature and the studies conducted in recent years. These two types of motivation can be referred to using different words or phrases, but are most commonly identified as intrinsic and extrinsic motivation.

### *Self-Determination Theory*

The Self-Determination Theory (Ryan & Deci, 2000) identifies three psychological needs of any individual, which if met, contribute to self-determined motivation. These three needs can be identified as autonomy, competence, and relatedness. Autonomy is simply the feeling that one has influence over what happens, or a feeling of freedom. An example would be an athlete feeling he or she has an influence over decisions that are made regarding his or her team. Competence can be defined as the feeling one has about the skills necessary to be successful, and that they are capable of performing the skills necessary to be good at their specific sport. Lastly, relatedness is the feeling of connection with other people. An athlete may need to feel that he or she is connected with the coach of their team, as well as the teammates they are participating with every day. According to the Self-Determination, there are various forms of motivation, and two specific forms have been consistently discussed throughout the reviewed literature.

### *Intrinsic Motivation*

Intrinsic motivation, which is also known as autonomous, self-determined motivation, occurs when an individual engages in an activity due to a genuine interest in the activity itself (Hodge & Lonsdale, 2011). In the context of sport, intrinsically motivated athletes enjoy the process of improving, which aligns with their goals and values (Donahue, 2006). Athletes who show high levels of intrinsic motivation tend to engage in their sport with increased passion and a high work ethic (Horn, Bloom, Berglund & Packard, 2011).

### *Extrinsic Motivation*

In contrast to intrinsic motivation, extrinsic motivation occurs when an individual is engaging in an activity in order to obtain outcomes that are not self-determined, and these actions are experiences because of outside pressures (Hodge & Lonsdale, 2011). In sport, extrinsically motivated athletes seek to gain rewards instead of meeting their goals and aligning actions with their values (Deci & Ryan, 2000). Athletes who show high levels of extrinsic motivation exhibit motivated behavior in sport only to satisfy external pressures, and in some cases to avoid punishment (Horn, Bloom, Berglund & Packard, 2011). According to Ryan and Deci (2000), and their concept of the Self-Determination Theory, there are four types of extrinsic motivation that vary in their relative autonomy, meaning that different forms of extrinsic motivation can possibly be self-determined, and they are identified as external regulation, introjected regulation, identified regulation, and integrated regulation. The least self-determined form of extrinsic motivation is external regulation, and this form refers to behaviors regulated by external sources such as rewards or other forcible pressures. Athletes who engage in a sport to avoid feelings of guilt, shame, or anxiety could represent an example of introjected regulation. Identified regulation differs from the first two motivational types of extrinsic motivation because it represents a self-determined form of motivation due to behaviors being performed by athletes out

of choice, even if the athlete is not interested in the activity itself. An example of this in sport could be an athlete who participates and enjoys the sport of soccer, but does not enjoy the activity of lifting weights. If the athlete engages in weightlifting because he or she believes it will lead to benefits for their sport performance in soccer, this is an example of identified regulation. Lastly, integrated regulation is the most self-determined form of extrinsic motivation, and refers to behaviors that are engaged in out of choice, and have also been fully internalized in the athlete's self and value system. Even if the athlete does not particularly enjoy the activity, he or she will engage in it if the activity is in congruence with his or her values and needs. While athlete motivation is an important concept to understand, the variables that determine why or how an athlete experiences these different forms of motivation is also very significant.

#### *Coaching Style Effect on Athlete Motivation*

Of all of the factors that have an effect on athletes throughout their sport experience, the coach-athlete relationship is one of the most important influences on athlete motivation (Mageau & Vallerand, 2003). Within the aforementioned review from Mageau and Vallerand, it is discussed that all of the autonomy supportive behaviors presented have been repeatedly linked to enhanced intrinsic and self-determined extrinsic motivation.

In recent years, there has been extensive research conducted on coaching styles and their effect on athlete motivation. Rieke, Hammermeister, and Chase (2008) examined how coaches who were perceived as autonomy supportive, or referred to in their study as "servant leaders," were associated with their athletes' motivation. Participants in this study consisted of 195 high school basketball players from the Pacific Northwest in the United States. These athletes were asked to complete a questionnaire that took approximately 30 minutes to finish. After conducting their research and analyzing the data, it was found that athletes who perceived their coach as



autonomy supportive not only displayed higher levels of intrinsic motivation, but were more satisfied and task-oriented than athletes who perceived their coach as controlling.

Supporting this research is another study Gillet, Vallerand, Amoura and Baldes (2010) who investigated whether or not coaches' autonomy support of athletes facilitates self-determined motivation towards a sport activity. The participants for this study consisted of 101 French athletes competing in a national Judo tournament. Each participant was required to complete a questionnaire approximately one to two hours prior to the beginning of the competition, and the questionnaire assessed the athletes' perception of autonomy support from their coach. The results from this study revealed that perceptions of autonomy support were positively associated with contextual self-determined motivation. Simply put, athletes in this study who perceived their coach as autonomy supportive displayed self-determined motivation for practicing and engaging in their sport.

Another study conducted by Horn, Bloom, Berglund and Packard (2011) investigated whether athletes' psychological characteristics would be correlated with the coaching style and behaviors of their respective coaches. These findings supported the two previous studies. The participants for this research consisted of 195 Division III athletes who all completed self-reporting questionnaires regarding their motivation, and their perception and preference of their coach's behaviors. The results showed that athletes who were high in self-determined forms of motivation perceived and preferred their coaches to exhibit a democratic leadership style, provide high amounts of training, and positive feedback.

The effect that a coaching style has on athlete motivation is distinguishable throughout the literature, with the results of each study revealing the same data. Coaching styles have a

significant effect on motivation of athletes, and as a result of that have a noticeable impact on athlete performance.

### *Athletes' Motivation Effect on Performance*

The coach-athlete relationship is not simply one of the most important influences on athlete motivation, it is also one of the most important influences on athlete performance as well (Mageau & Vallerand, 2003). When discussing this concept, it is important to understand the relationship that exists between coaching styles, athlete motivation, and performance. As a coaching style affects athlete motivation, it also has an effect on performance due to the motivation that is developed within the athlete. Correlation between athlete motivation and performance has been noticeable throughout recent studies, and became a common theme throughout the reviewed literature.

In the study conducted by Rieke, Hammermeister, and Chase (2008), results not only showed higher levels of intrinsic motivation in athletes who perceived their coach as autonomy supportive, but that there was also a significant, positive correlation between perceived autonomy supportive coaches and number of seasonal wins. Simply put, these results demonstrate that autonomy supportive coaches and athletes' who possess self-determined motivation due to these coaches, win more than the controlling coach and his or her athletes.

These results were later supported by Gillet, Vallerand and Rosnet (2009) where the researchers engaged in two studies with elite French tennis players and fencers. The two studies consisted of 170 French junior national tennis players and 250 French junior national fencers. The researchers utilized cluster analyses to identify athletes' motivational profiles at the beginning of competitive seasons and further researched whether the profiles identified related to measures of performance over the course of the season that followed the profile analysis. The

French version of the Sport Motivation Scale was used to measure the participants' motivation towards their respective sport in each study. Identical results from both studies showed that the least self-determined motivational profile led to the worst subsequent sport performance throughout the season examined.

These findings were further supported by Gillet, Vallerand, Amoura and Baldes (2010). In this study, the official ranking for the Judo competition served as an objective performance score. Not only did the results show the correlation between autonomy support and self-determined athlete motivation, but also that situational self-determined motivation was significantly and positively predicted by the athlete's self-determined motivation toward their sport in general, resulting in a more successful performance. In other words, the study revealed that athletes who are more self-determined when practicing their sport are also more self-determined when competing in their sport, consequentially resulting in a more successful performance.

In summary, through the literature that was reviewed, it was shown that coaching styles have a significant impact on athlete motivation, specifically the type of motivation. In turn, a relationship was also established within the literature between coaching styles, athlete motivation, and athlete performance. A common theme throughout the reviewed literature review was that of the types of motivation exhibited through athletes engaging with the different styles of coaches. Autonomy supportive coaches tended to produce intrinsically and self-determined athletes, while the controlling coach produced athletes who displayed signs of being extrinsically motivated in a non-self-determined fashion.

## Chapter 4 – Discussion/Results

The purpose of this chapter is to summarize and discuss the results of this synthesis, which investigated the impact of coaching styles on the motivation and performance of athletes. This synthesis examined 13 articles in order to provide a deeper understanding into the impact of coaching styles on the motivation and performance of athletes. In each study, various types of athletes were chosen as participants, specifically athletes of different ages, skill level, and sport participation. While the characteristics of athletes varied, as did the style of coaching that their respective coaches used. One specific coaching style may not be appropriate or effective for all athletes, but through the articles examined it is evident that the coaching style contributing the most positive impact to athlete motivation and performance is the autonomy supportive coach. Through the study conducted by Mageau and Vallerand, a number of autonomy supportive behaviors coaches exhibit were identified that contribute to the most positive form of motivation for athletes, which is self-determined motivation. This type of motivation can be recognized as intrinsic or extrinsic motivation, however in the literature, self-determined motivation in the research subjects was identified more commonly as intrinsic. The behaviors identified in the research include, but are not limited to, providing choices to athletes, providing positive feedback, and avoiding tangible rewards for tasks given to their athletes (Mageau & Vallerand, 2003).

An important concept that was reflected in the research that was examined was the idea that there are a number of psychological characteristics that need to be met in order for an athlete to develop self-determined forms of motivation, which is known as the Self-Determination Theory. In order for an athlete to develop self-determined intrinsic motivation or even self-determined forms of extrinsic motivation, they need to feel autonomy, or feelings of freedom,

competence, or feelings that they know and have the necessary skills required to perform the tasks at hand, and relatedness, which is simply feelings of connection towards other individuals, in this case a coach (Ryan & Deci, 2000). The results of the research showed that the behaviors exhibited by an autonomy supported coach are more beneficial towards athlete motivation, as the behaviors they exhibit support and meet the three psychological needs needed to reflect self-determined forms of motivation.

In addition to the concept of Self-Determination Theory's impact on athlete motivation, another result of the research examined shows that the impact of coaching styles on athlete motivation also has a positive relationship with the performance of athletes. According to the findings of one research study, athletes who were found to have high levels of self-determined situational motivation, which is simply self-determined motivation towards the specific activity or sport in general, also displayed high levels of contextual self-determined motivation, which is simply self-determined motivation towards a specific situation dealing with the activity or sport, which in this case would be the act of actively playing or competing in the sport. All of this language is simply stating that athletes who display high levels of self-determined motivation that is developed through interaction with an autonomy supported coach perform better in situations where they are participating in or competing in their respective sport (Gillet, Vallerand, Amoura & Baldes, 2010).

To summarize, the literature that has been examined for this synthesis show results of an autonomy supportive coach having the most positive impact on the motivation and performance of athletes. The autonomy supportive 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. The athletes who display signs of their psychological needs being met also display characteristics of self-determined motivation, where they find enjoyment in the activity or sport and the determination and desire to improve. When these athletes continue to find enjoyment and desire to improve in their sport, they tend to bring this sense of self-determined motivation forward when competing in their sport, resulting in a more positive and successful performance.

As a professional, the results of this synthesis impact my view on leadership, and more specifically the act of coaching. Moving forward, I will be able to work more intently on meeting the psychological needs of the athletes with whom I associate, as I work to improve my style of coaching. As a result of my efforts as a coach, I will be able to properly and positively impact the motivation and performance of my athletes, resulting in a more successful individual and team performance. As a coach, it is important to understand the needs of your athlete in order to allow them to fulfill their fullest potential, and becoming someone your athletes can trust, rely on, and connect with is something that is extremely vital to the coach-athlete relationship. The role of a coach is to develop athletes and give them the tools to improve, and the results of this research will allow myself, as well as other coaches, to achieve that goal.

## **Chapter 5 – Recommendations for Future Research**

The purpose of this chapter is to present recommendations for future research related to the impact of coaching styles on the motivation and performance of athletes. Extensive research has been conducted on this topic, however there are other areas regarding coaching styles and their impact on athlete motivation and performance that could be investigated.

One area that could be explored in regards to this topic is the idea of the correlation between the sport that an athlete plays and the impact of the coaching style on their motivation and performance. The literature investigated in this synthesis focused on a wide variety of sports, but did not examine participants sport by sport.

Another area that could be explored is the concept of coaching styles impact on athlete motivation and success as they get older. The literature reviewed in this synthesis focused on athletes at a specific period of time in their life, rather than beginning the research at one specific point in time and extending the investigation as the athlete grows older.

By examining the current research and the future research topics, a more comprehensive understanding of the impact that coaching styles have on the motivation and performance of athletes could be developed. The findings of this research could be used by future coaches, as well as educators or any individual in an authoritative position, as the motivation and performance of athletes, students, or employees could be related in many ways.

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## Appendix - Grid

| <b>Author</b>                | <b>Title</b>                                      | <b>Source</b>                                 | <b>Purpose</b>   | <b>Methods &amp; Procedures</b>   | <b>Analysis</b>   | <b>Findings</b>   | <b>Recommendations</b>  |
|------------------------------|---|---|--|---|---|---|---|
| Brinton, Hill, & Ward (2017) | Authoritative Coach: Building Youth Through Sport | Journal of Park and Recreation Administration | To determine the existence and extent of the relationship between coaching styles and athletes' needs in terms of SDT. | 177 athletes from a university in the Western United States completed an online survey distributed by their professors. | Data was analyzed using the Statistical Package for Social Sciences Version 23.0. | The results of this study showed authoritative coaching styles were significant predictors of certain tenets of SDT | Include athletes of a younger age, those of whom have not graduated high school and are still in those developmental years. |
| Gillet, Vallerand,           | Motivational                                      | Motiv Emot                                    | To investigat  | Two studies   | The French  | The results   | Because these   |

|                    |   |               |   |   |   |  |  |
|--------------------|---|---------------|---|---|---|--|--|
| & Rosnet (2009)    | Clusters and Performance in a Real Life Setting | (2009)        | e adolescent athletes' motivational profiles and determine their subsequent performance over the course of a competitive season | completed.<br>1. 170 French junior national tennis players completed a questionnaire<br>2. 250 French junior national fencers completed a questionnaire | version of the Sport Motivation Scale was used to measure athletes' motivation towards their respective sport, and the number of victories, etc was used to determine performance | of this study showed that the least self-determined motivational profile led to the lowest level of performance in athletes. | players were "junior national" level players for their respective sport, it would be important to examine this model using participants who were at a lower skill level. |
| Gillet, Vallerand, | Influence of                                    | Psychology of | To propose  | 101 athletes  | Participants  | The results  | This study was   |

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| Amoura, & Baldes (2010) | Coaches' Autonomy Support on Athletes Motivation and Sport Performance: A Test of the Hierarchical Model of Intrinsic and Extrinsic Motivation | Sport and Exercise | and test a model which posits that coaches' autonomy support facilitates athletes' self-determined motivation toward a sport activity | participating in the sport of Judo completed questionnaire between one and two hours before a competition | perception of autonomy support from their coach were evaluated using the French adaptation of the Perceived Autonomy Support Scale for Exercise Settings | of this study revealed that athletes' perceived autonomy support from coaches is linked to self-determined motivation. Also, the results demonstrated that self-determined situational motivation towards their sport leads to high levels of contextual self-determined motivation, leading to more successful | completed on a small population of Judo athletes, and the same design could be used on a more broad or general group of athletes. |
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|   |  |                        |  |  |   | performance  |  |
| Horn, Bloom, Berglund, & Packard (2011) | Relationship Between Collegiate Athlete's Psychological Characteristics and Their Preferences for Different Types of Coaching Behavior | The Sport Psychologist | To examine the strength of the relationship between collegiate athletes' psychological characteristics and the coaching behavior that they prefer. | 195 Division III athletes (109 males and 86 females) completed self-reporting questionnaires | Responses to questionnaires were collected and analyzed to assess the correlation | This study revealed that athletes who were high in self-determined motivation preferred coaches who exhibited a democratic leadership style, who provided high amounts of training, social support, and positive feedback. | Include athletes from multiple collegiate divisions instead of limiting the study to NCAA Division III only. |
| Hodge & Lonsdale (2011)                 | Prosocial and Antisocial   | Journal of Sport &     | To determine whether   | 292 competitive  | CFA procedures were   | Primary results of this  | Expand the study to athletes who   |

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|                         | l<br>Behavior<br>in Sport:<br>The Role<br>of<br>Coaching<br>Style,<br>Autonom<br>ous vs<br>Controlle<br>d<br>Motivatio<br>n, and<br>Moral<br>Disengag<br>ement | Exercise<br>Psycholo<br>gy                                | or not the<br>relationsh<br>ips<br>between<br>different<br>coaching<br>styles<br>(autonom<br>y-<br>supportiv<br>e and<br>controllin<br>g) and<br>person<br>factors<br>such as<br>types of<br>motivatio<br>n were<br>related to<br>prosocial<br>and<br>antisocial<br>behaviors<br>within<br>sport and<br>sports<br>teams. | athletes<br>from a<br>New<br>Zealand<br>universit<br>y (175<br>females,<br>114<br>males,<br>and 3 did<br>not<br>report<br>gender)<br>responde<br>d to a<br>number<br>of<br>different<br>statemen<br>ts in<br>order to<br>measure<br>certain<br>perceptio<br>ns,<br>motivati<br>on, etc. | utilized<br>in order<br>to test<br>the fit of<br>the<br>measure<br>ment<br>model to<br>the data. | study<br>show<br>that<br>autonom<br>y-<br>supportiv<br>e coachin<br>g styles<br>have a<br>positive<br>relations<br>hip with<br>autonom<br>ous<br>motivati<br>on. | are not<br>mainly from<br>New<br>Zealand in<br>order to<br>make the<br>sample size<br>more<br>general. |
| Hyun-<br>Duck &<br>Cruz | The<br>Influence<br>of<br>Coaches'<br>Leadershi<br>p Styles  | Internatio<br>nal<br>Journal<br>of Sports<br>Science<br>& | To<br>Evaluate<br>the<br>relationsh<br>ip<br>between   | 288 effec<br>sizes<br>were<br>obtained<br>from 24<br>studies  | .A meta-<br>analysis<br>was<br>conducte<br>d in<br>order to                                      | The<br>results<br>of this<br>study<br>revealed<br>that   |  |

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|                           | on Athletes' Satisfaction and team Cohesion: A Meta-Analytic Approach | Coaching                   | coaching behaviors, athlete satisfaction, and team cohesion. | that used Chelladurai's sport leadership scale       | evaluate the data                                      | there was an important relationship between leadership and athlete satisfaction |  |
| Mageau & Vallerand (2003) | The Coach-Athlete Relationship: A Motivational Model                  | Journal of Sports Sciences | To present a motivational model of the coach-athlete         | Coaches' autonomy supportive behaviors were reviewed | Coaches behaviors were reviewed and analyzed, and then | The research that was reviewed shows that autonomy                              |  |

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|                                 |   |   | relationship that describes how coaches may influence athletes' motivation.  |  | described.  | supportive behaviors have a positive impact on athlete's intrinsic motivation   |  |
| Mata & Gomes (2013)             | Winning or Not Winning: The Influence on Coach-Athlete Relationships and Goal Achievement | Journal of Human Sport and Exercise       | To analyze the relationship between sports success and athletes' perception of coaches' leadership, athletes' satisfaction with coaches' leadership, and goal achievement. | 66 athletes who qualified for the D1 playoffs of a professional volleyball championship were grouped and their perception were evaluated | A multivariate analysis of variance was used to analyze the data  | The results of this study revealed that the winning teams success was associated with athletes positive perception and evaluation of coaches' leadership, etc | For this study, teams were grouped into winning and non winning teams, but it would be beneficial to test their perceptions before they win or lose. |
| Moen, Hoigaard, & Peters (2014) | Performance Progress and Leadership Behavior  | International Journal of Coaching Science | To investigate the relationship between athletes' perceptions of their   | 120 competitive athletes from different individual sports completed the  | A one-way ANOVA analyses was used to test the differences between | The results of this study indicate that the athletes who are most satisfied   |  |



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|                                      |  |  | coaches' leadership behaviors and their rating of their own satisfaction with their performance | Leadership Scale for Sports and rated their own perceived satisfaction with their performance | three composite satisfaction categories  | with their performance progress evaluate their coaches' leadership behavior higher    |   |
| Rieke, Hammermeister, & Chase (2008) | Servant Leadership in Sport: A New Paradigm for Effective Coach Behavior | International Journal of Sports Science & Coaching | To examine how coaches who were perceived by their athletes to possess servant leader           | 195 male HS varsity basketball players completed questionnaires                               | MANOVA, The Pearson Correlation, and the t-test technique were used to analyze the data. | Results showed that athletes who saw their coach as a servant leader displayed higher | It would be ideal if you could expand this study to other sports. |

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|                       |  |                        | characteristics were linked to athlete's use of skills, motivation, etc  |   |  | intrinsic motivation, task oriented, and were mentally tougher  |  |
| Westre & Weiss (1991) | The relationship Between Perceived Coaching Behaviors and Group Cohesion in High School Football Teams | The Sport Psychologist | To examine the relationship between perceived coaching behaviors and group cohesion in high school football teams. | 182 high school football players completed questionnaires regarding their attitudes about their season long experiences | Multivariate multiple regression and canonical correlation analyses were conducted | The results show a significant relationship between perceptions of coach behaviors and team cohesion. | It would be ideal if the study was expanded to include a number of different sports. |