

# COACHING Behavior and Commitment of Student–Athletes as Predictors of Sports MOTIVATION

Aíza A. Rabaño<sup>1</sup>, Gelsa G. Dragon<sup>2</sup>

<sup>1</sup>Graduate Student, University of the Immaculate Conception, Bonifacio Street, Davao City

arabano\_210000002053@uic.edu.ph

<sup>2</sup>Graduate School Department, University of the Immaculate Conception, Davao City, Philippines

gdragon@uic.edu.ph

## ABSTRACT

The sports motivation of college student-athletes has been declining in recent years. Hence, this study examined the influence of coaching behavior and student-athletes' commitment on sports motivation, employing a quantitative, descriptive, correlational design. Adapted questionnaires were used to collect data from student-athletes at the selected tertiary schools in Region XI, selected using a stratified random sampling technique. Mean, standard deviation, Pearson  $r$ , and multiple regression analysis were the statistical tools used. Results showed that the levels of coaching behavior, student-athlete commitment, and sports motivation were high. There was a significant relationship among coaching behavior, student-athlete commitment, and sports motivation. Further, athletes' coaching behavior and commitment significantly influenced their sports motivation. Future studies may examine how commitment can be further improved among student-athletes, as well as other factors that may influence sports motivation.

**KEYWORDS:** *coaching behavior, student-athletes, sports motivation, Philippines*

---

## INTRODUCTION

Sports motivation is the drive and desire that propels student-athletes to pursue and excel in their athletic endeavors (Kucukibis & Gul, 2019). In recent decades, sports motivation has been undermined by various problems and issues, including burnout due to excessive pressure or overtraining, external factors such as injuries and setbacks that can demoralize athletes, a lack of support, and

the challenge of maintaining motivation over the long term (Moradi et al., 2020). However, sports success depends heavily on motivation; ignoring sports motivation may lead to poor performance in teams and sports organizations. Students with low sports motivation tend to stop participating in sports events.

A study by Kucukibis and Gul (2019) found that sports motivation has been a concern in schools in Turkey. They noted that although some student-athletes become too sluggish to attend a certain practice or training, others depend on the strength and intensity of individuals jogging for training in the fields despite the negativity and challenges, while others have coaches who are too strict, which affects their motivation to play in any sports event.

In the Philippines, Tungpalan (2020) observed that some student-athletes in Isabela are demotivated and can no longer find compelling reasons to continue their training or participation in sports. In some cases, student-athletes underperform due to a lack of motivation. In Davao Region, some student-athletes have low sports motivation despite having played for a long time. A study by Barlizo and Osorno (2022) among student-athletes in Davao Occidental found that they have deteriorating sports motivation, as evidenced by their performance. In their study, some student-athletes quit the competition due to anxiety, and some coaches pushed strict rules that some of them could not carry. It turns out that the student-athletes were exhausted and had to stop playing. Some of them received lower grades in their academics, which allowed them to quit sports.

On the one hand, it is well established that coaching behavior is associated with sports motivation. A study by Ahmad and Parnabas (2020) found a relationship between coaching behavior and sports motivation. They contend that the athlete's motivation, performance, and ability to perform both during training and in contests are influenced by the coach-athlete relationship.

A study by Kovacs et al. (2022) found an association between athletes' commitment and sports motivation. Low sports motivation can cause some student-athletes to discontinue participating in sports or leave the team, as they no longer enjoy the sport. Additionally, student-athletes who lack commitment show low motivation for their sport and frequently lose games and competitions.

While previous studies have explored coaching behavior, athlete commitment, and sports motivation, their findings remain strictly bivariate,

examining these variables only in isolation. A critical empirical gap exists regarding how coaching behavior and athlete commitment jointly influence motivation, particularly within the high-pressure context of Philippine collegiate sports. To address this issue, the purpose of this study was to examine the influence of coaching behavior and student-athlete's commitment on sports motivation among athletes in Region XI. This study will raise awareness among students who wish to become athletes in schools and also make teacher-coaches more aware of how they lead and coach their student-athletes.

### **Theoretical Lens**

This study was anchored in Bass's (1985) Theory of Transformational Leadership, Rusbult's (1980) Investment Model, and Deci and Ryan's (1985) Self-determination Theory. The theory of transformational leadership emphasizes specific traits and behaviors, such as demonstrating concern and care for their members and inspiring them to think creatively about old problems. When a coach involves athletes in training-related issues and provides them with useful feedback, transformational leadership may increase their enthusiasm for the sport (Bass, 1985). In this study, this theory could serve as a theoretical foundation that embodies the transformational leadership traits of the coaches, such as showing genuine concern and care for their athletes, inspiring them with intellectual stimulation to approach challenges innovatively, and influencing athletes' enthusiasm for the sport.

Furthermore, this study was underpinned by Rusbult's (1980) Investment Model, which is based on understanding social relationships and interactions that served as the initial basis of the commitment of athlete's model. The investment model considers athletes' commitment as the duration of their involvement in sports and their interactions with others as a result of satisfaction, options, and investments. This model also assumed that individuals are motivated to maximize their rewards and minimize their costs. Student-athletes decide whether to continue playing sports based on the benefits of participation. These incentives could take the form of cash, medals, scholarships, or trophies, or they could have psychological effects such as completing goals and objectives, feeling competent, and building self-esteem. Likewise, this study was supported by Deci & Ryan's (1985) work, which describes the roles of intrinsic and extrinsic motivation in individual differences and cognitive and social development. It contends that high levels of self-determination, including strong intrinsic and extrinsic incentives, are associated with superior performance.

This self-determination theory will be used in this study because student-athletes are motivated based on their psychological needs, including autonomy, which reflects their desire to be able to choose sports activities, competence, which reflects their desire to produce desired results in practice, and relationship with others, which reflects their effort to relate to and care for others. The correlation between coaching behavior and athletic commitment on sports motivation is evident in the following propositions. Coaching behavior, leadership style, and training methods must maximize improvements in athletes' motivation and performance while also having a favorable effect on their psychological state. The foundation of this study is the notion that an athlete's level of motivation, a crucial resource for achieving a predetermined objective, determines whether they succeed or fail in a gaming competition.

## **METHODS**

### **Research Design**

The researcher utilized a quantitative method, specifically a descriptive-correlational design, which, according to Creswell (2014), is concerned with establishing relationships between two or more variables within the same population or between the same variables across two populations. This research design aims to observe, describe, and understand the relationship between two or more variables without manipulating them. This research design is particularly useful when the primary goal is to explore the existing connections between variables and to provide a detailed account of the phenomena under investigation. In a descriptive-correlational study, researchers do not intervene as they would in experimental research. Instead, they carefully measure and document the characteristics or behaviors of interest within a given population. The goal is to examine patterns, trends, and relationships that naturally occur, without introducing controlled conditions (Curtis et al., 2016). The descriptive aspect involves systematically collecting data to paint a comprehensive picture of the observed variables, while the correlational aspect seeks to identify and quantify the degree of association between them. While descriptive-correlational research provides valuable insights into associations between variables, it does not establish causation. According to Boucaud (2017), correlation does not imply causation, meaning that even if two variables are found to be related, it does not necessarily mean that one variable is crucial in drawing meaningful conclusions from descriptive-correlational studies

### **Research Locale**

The study was conducted at the selected tertiary schools in Region XI,

Davao Region, one of the regions in the country located in the southeastern part of Mindanao, Philippines. In terms of sports, Davao Region's sports landscape is dynamic, with achievements and events constantly shaping the local athletic scene. Three schools were included in this study: Schools A, B, and C, which are tertiary schools in Davao Region that field numerous student-athletes, who compete in different sports events during the Mindanao Associations of State Tertiary Schools (MASTS) week-long games.

### **Research Respondents**

The respondents in this study were 150 student-athletes from the selected tertiary schools, namely Schools A, B, and C. Moreover, stratified random sampling was used in this study. According to Creswell (2014), stratified random sampling involves dividing a population into smaller groups or strata. In this study, these groups or strata will be the student-athletes in the different tertiary schools in Davao Region. In this study, randomly selected respondents must meet the following inclusion criteria: a bona fide student-athlete in Region XI for the school year 2022-2023; and a student-athlete from Schools A, B, or C. Furthermore, the target population of this study adhered to the inclusion criteria. This refers to the types of subjects that meet the researcher's study needs, as well as parameters such as demographic, clinical characteristics, geographic considerations, and temporal settings. Moreover, for the exclusion criteria, students who were outside Region XI, were not student-athletes, or did not participate in the MASTS were not included as respondents in this study. Furthermore, the respondents were chosen regardless of age, gender, courses, or sports events.

### **Ethical Statement**

This study was approved by the University of the Immaculate Conception Research Ethics Committee (UIC-REC) and conducted in strict compliance with the dimensions of research ethics. Official administrative clearances were secured before data collection commenced. Voluntary written informed consent was obtained from all 150 student-athlete respondents, ensuring their explicit right to withdraw from the study at any time without administrative penalty or risk to their academic or athletic status. To comply with the Data Privacy Act of 2012, absolute participant anonymity was ensured by replacing all personal identities and specific school names with alphanumeric codes. Ultimately, all physical questionnaires and digitized statistical datasets were deposited in a secure, password-protected repository accessible solely to the primary investigator for future research reference.

## RESULTS

### Level of Coaching Behavior of Coaches

**Table 1**

*Level of Coaching Behavior of Coaches*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
Training and Instruction	4.11	0.56	High
Democratic Behavior	4.07	1.08	High
Autocratic Behavior	3.51	0.70	High
Social Support	3.65	0.93	High
Positive Feedback	3.85	0.50	High
<b>Overall Mean</b>	<b>3.84</b>	<b>0.55</b>	<b>High</b>

Table 1 reveals the level of coaching behavior of coaches. Five indicators of coaching behavior are presented in the table, along with their corresponding means and standard deviations: training and instruction, democratic behavior, autocratic behavior, social support, and positive feedback. Results show that the overall mean is 3.84, which is considered high, indicating that coaches' coaching behavior is often observed. The overall standard deviation is .55, indicating that the level of coaching behavior among coaches is important to the team's success.

The indicator with the highest mean is training and instruction. This means of this indicator ranges from 3.57 to 4.43. The category mean is 4.11, indicating that training and instruction are often observed. It implies that coaches use positive, effective, and supportive approaches in their interactions with athletes, thereby improving performance, athlete satisfaction, and overall team dynamics. In addition, the overall standard deviation is 0.55, which is less than 1, indicating that the respondents' ratings are clustered around the mean. This finding supports the study of Belleza (2021), that coaches who have high levels of empathy and interpersonal skills enable the coaches to deeply understand their athlete's emotions, perspectives, and needs, fostering a sense of trust and rapport. Additionally, the study also claimed that a supportive approach contributes to enhanced athlete self-esteem and overall well-being. Encouragement and acknowledgment of effort, improvement, and achievements can boost an athlete's confidence and self-esteem. Meanwhile, the indicator with the lowest mean is autocratic behavior. The means of this indicator training and instruction ranged from 2.79 to 4.09. The category mean is 3.51, which is described as high, indicating that autocratic behavior is often observed. This

finding supports Pestano's (2021) argument that coaches who instill and reinforce training and instruction aim to create a culture of discipline, accountability, and excellence within the team. In a similar study, it is also emphasized that athletes developed a sense of responsibility for their roles.

## The Level of Commitment of Student-Athletes

**Table 2**

*Level of Commitment of Student-Athletes*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
Affective commitment	3.79	0.89	High
Normative commitment	3.73	1.38	High
Continuance commitment	3.51	1.03	High
<b>Overall Mean</b>	<b>3.77</b>	<b>0.83</b>	<b>High</b>

Table 2 presents the level of commitment of student-athletes. Three indicators of student-athlete commitment are presented in the table, along with their corresponding means and standard deviations: affective commitment, normative commitment, and continuance commitment. Results show that the overall mean is 3.77, which is considered high, indicating that student-athletes' commitment is evident most of the time. The overall standard deviation is 0.83, indicating that student athletes are committed to their sport and often demonstrate a willingness to put in the time and effort needed to excel.

The indicators with the highest means are affective commitment and continuance commitment. The means for this indicator's motivation ranged from 3.41 to 3.94 and from 3.93 to 3.60. The category mean is 3.79, indicating that affective and continuance commitment are evident most of the time. This indicates that athletes are deeply dedicated, invested, and devoted to their training, competition, and overall pursuit of excellence in their respective sports. The finding affirms Yildirim's (2021) view that a strong commitment to sports often translates into a rigorous work ethic, effective time management, and a resilient mindset among student-athletes. In addition, this commitment of student athletes tends to create a rigorous work ethic. The results also align with the study by Ohji et al. (2021), which found that committed student-athletes would follow instructions but also bring their own performance objectives, self-discipline, and motivation. They are committed to doing things correctly, are able to learn from mistakes, and put in some effort to stay in sports. Meanwhile, the indicator with the lowest mean is normative commitment. The means of this

indicator's ability ranged from 2.59 to 3.88. The category mean is 3.73, which is high and indicates that normative commitment is evident most of the time. This suggests that a sense of obligation and duty towards one's involvement in sports is driven by external pressures, societal expectations, or loyalty to the sporting community. This finding supports the study by Lee and Lee (2019), which found that athletes often associate their happiness with remaining keen on their team. In the same study, it is also emphasized that the psychological and social dimensions of athlete's commitment, highlighting the significance of loyalty and a sense of duty, The Level of Sports Motivation of Student-Athletes.

**The Level of Sports Motivation of Student-Athletes**

**Table 3**

*Level of Sports Motivation of Student-Athletes*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
Intrinsic motivation	3.61	0.97	High
Extrinsic motivation	3.89	1.17	High
Amotivation	2.13	1.05	Low
<b>Overall Mean</b>	<b>4.00</b>	<b>0.69</b>	<b>High</b>

Table 3 reveals the level of Sports Motivation of Student-Athletes. Three indicators of Sports Motivation for student-athletes are presented in the table, along with their corresponding means and standard deviations: intrinsic motivation, extrinsic motivation, and amotivation. Results show that the overall mean is 4.00, which is considered high, indicating that sports motivation among student-athletes is often manifested. The overall standard deviation is .69, indicating that the level of sports motivation among student-athletes is a genuine passion and personal investment in their chosen sport.

The indicator with the highest mean is extrinsic motivation. The means The motivation of this indicator ranged from 3.84 to 3.97. The category mean is 3.89, which is high and indicates that extrinsic motivation is often present. This means that student-athletes' engagement in sports is primarily driven by external factors, such as rewards, recognition, or the avoidance of negative consequences. Moreover, student-athletes may be motivated by external incentives like scholarships, approval from coaches or peers, or the desire to meet external expectations. This finding supports the study by Yukhymenko-Lescroart (2021), which revealed that student athletes are extrinsically motivated by rewards, recognition, and approval, driving their motivation for sports. A similar study

also explored the impact of these external incentives, including scholarships, social approval, and pressure from coaches or peers, on student-athletes' performance and commitment. Meanwhile, the indicator with the lowest mean is amotivation. The means of this indicator amotivation ranged from 1.93 to 2.28. The category mean is 2.13, which is low, indicating that amotivation is rarely manifested. This result is in parallel with the study of Parenteau (2021), who explored that low amotivation, emphasizes the role of passion, self-determination, and personal goals in driving heightened motivation among student-athletes. Moreover, a study by Kucukibis and Gul (2019) found that amotivated athletes believe they cannot achieve their goals, and some of them become pessimistic about continuing in sports because they are unsure of their self-performance. This amotivation also caused students to lose their enthusiasm and love for sports, leading them to stop participating.

### **Significance of the Relationship of Coaching Behavior, Commitment of Athlete, and Sports Motivation**

**Table 4**

*Significance of the Relationship of Coaching Behavior, Commitment of Student Athletes, and Sports Motivation*

<b>Sports Motivation</b>			
	<b>r</b>	<b>p-value</b>	<b>Remarks</b>
Coaching Behavior	.67	.00	Significant
Commitment of Student Athletes	.75	.00	Significant

Table 4 shows that coaches' coaching behavior has a strong, positive relationship with student-athletes' sports motivation ( $R = .67$ ;  $p = .00$ ), which falls short of the alpha set at .05 (two-tailed), supporting a significant relationship. It means that as coaches' coaching behavior increases, student-athletes' sports motivation also significantly increases. This implies that when coaches exhibit more supportive, encouraging, and effective coaching behaviors, there is a consequential and noteworthy increase in student-athletes' sports motivation. Similarly, athletes' commitment shows a strong, positive relationship with sports motivation ( $r = .75$ ,  $p < .05$ ). This suggests that as athletes' commitment increases, their sports motivation increases. It implies that as athletes become more dedicated and invested in their training, competitions, and overall athletic journey, they are likely to experience a proportional increase in their intrinsic motivation, passion, and drive to succeed in their chosen sport.

The results corroborate the study of Gul et al. (2023) that coaches play a crucial role not only in skill development and tactical understanding but also in shaping the psychological aspects of athletes' experiences, fostering a motivational climate that enhances athletes' passion, commitment, and drive for success in their respective sports. This aligns with their study, which emphasized the influential role of coaching behavior in shaping the motivation and overall performance of student-athletes in the sports context.

**Significance of the Influence of Coaching Behavior and Commitment of Student Athletes towards Sports Motivation**

**Table 5**

*Significance of the Influence of Coaching Behavior, and Commitment of Student Athletes Towards Sports Motivation*

Singular Influence of the Predictors	Standardized Coefficients	t	p-value	Sports Motivation Remarks
Coaching Behavior	.26	3.36	.00	Significant
Commitment of Student Athletes	.55	7.09	.00	Significant
Combined Influence of the Predictors				
R	.77			
R <sup>2</sup>	.59			
F	105.70			
p	.00			Significant

Table 5 shows the results of the multiple regression analysis. In a singular capacity, the coaching behavior shows a p-value of .00, which is less than the .05 level of significance (2-tailed) with a positive standardized beta value of .26. It means that for every unit increase in the value of the level of coaching behavior, there is a corresponding increase of .26 in the level of sports motivation. Likewise, the independent variable, commitment of athletes reflects a p-value of .00 which is less than the .05 level of significance (2-tailed) with a positive standardized beta value of .55. It means that in singular capacity, the

commitment of athletes is a significant predictor of the level of sports motivation wherein for every unit increase in the level of commitment of athletes there is a corresponding increase of .55 in the level of sports motivation.

In addition, the combined influence of the two independent variables, coaching behavior, and commitment of athletes towards sports satisfaction is significant ( $F = 105.79, p < .05$ ). Meanwhile, the model explains 59 percent of the variance of sports motivation of student-athletes based on the independent variables included in this study as indicated by  $R^2 = .59$ . This means that 41 percent of the variance in sports motivation can be attributed to other factors aside from coaching behavior, and commitment of athletes.

This finding aligns with the study by Fatima and Sattar (2019), which found that coaching behavior is a crucial external factor in shaping student-athletes' sports motivation. Positive coaching behaviors have been consistently linked to increased intrinsic motivation, passion, and overall sports engagement among student-athletes. Moreover, a study by Yildirim (2021) found that a higher level of athlete commitment is associated with increased sports motivation. In his study, students who exhibit greater dedication and commitment in their athletic endeavors are more likely to experience greater passion, motivation, and an enduring drive to succeed. Finally, the results of the study support the theories on which this study was anchored. This study confirms the propositions of Bozidar et al. (2014) regarding the relationship between coaching behavior and sports motivation, and the Achievement Motivation Theory of Murray (1983) regarding the relationship between athletes' commitment and sports motivation. The study's findings on the relationship between coaching behavior and sports motivation support the proposition by Bozidar et al. (2014) that coaching behavior affects athletes' motivation. Coaching behavior, leadership style, and training methods must maximize improvements in athletes' motivation and performance while also having a favorable effect on their psychosocial state. Furthermore, the Achievement Motivation Theory of Murray (1983) supports the link between athletes' commitment and sports motivation, describing how student athletes' commitment and obligations affect their motivation. He also claimed that athletes' commitment to their teams and schools is a key factor in sports motivation.

## **CONCLUSION**

Based on the findings, the following conclusions were drawn: The coaching behavior was high, as well as its indicators; training and instruction,

democratic behavior, autocratic behavior, social support, and positive feedback were oftentimes observed. Further, the coaches, as perceived by student-athletes, exhibited positive, effective, and supportive approaches in their interactions with athletes, contributing to improved performance, athlete satisfaction, and overall team dynamics. The commitment of student-athletes was high, which means it was evident most of the time. This showed that affective, normative, and continuance commitment were evident most of the time. This implied that athletes were deeply dedicated, invested, and devoted to their training, competition, and overall pursuit of excellence in their respective sports. They were committed to doing things correctly, learned from mistakes, and put effort into staying in sports. The level of sports motivation among student-athletes was high, indicating that it was often manifested. This implied a profound enthusiasm for their athletic endeavors, characterized by a strong internal drive to achieve excellence, persevere through challenges, and continually strive for improvement. This heightened motivation was likely to positively impact their performance, goal attainment, and overall satisfaction in sports. It showed that both coaching behavior and student-athlete commitment had a strong, significant positive relationship with athletes' sports motivation. It meant that as the level of coaching behavior increased, the sports motivation of student-athletes also increased. Also, as athletes' commitment increased, their sports motivation increased significantly. In short, both of the two independent variables – coaching behavior and commitment of student athletes- had a strong positive relationship with the sports motivation of student-athletes. Athletes' coaching behavior and commitment significantly influenced student-athletes' sports motivation. It was also revealed that athletes' commitment influenced student-athletes' motivation more than coaching behavior. This suggested that athletes' commitment was more evident among student-athletes than in coaching behavior. This meant that sports motivation was heavily influenced by how committed the student-athletes were, and that commitment drove them to stay in sports.

## REFERENCES

- Asiah, M. P., & Rosli, S. (2019). Coaching leadership styles and athlete satisfactions among hockey team. *Journal of Human Capital Development*, 1-21.  
<https://www.semanticscholar.org/paper/Coaching-Leadership-Styles-And-Athlete-Among-Hockey-Pilus-Saadani/7c7f74ecd736f6785cc0b7687ca05103a46a9a9b>
- Balay, R. (2014). Yönetici ve Öğretmenlerde Örgütsel Bağlılık. Pegem Akademi,

Ankara.

- Barbado, J. C., & Martinez-Moreno, A. (2020). Sports centre workers fitness effects of leadership, engagement and stress. *International Journal of Medicine and Science of Physical Activity and Sport*, 1(1), 1-21. <https://doi.org/10.15366/rimcafd2022.85.001>
- Barlizo, R.J.E., & Osorno, R.M. (2022). The influence on physical education state anxiety and leisure motivation on perceived well-being of students. *European Journal of Physical Education and Sport Science*, 9(2), 149-175. <https://doi.org/10.46827/ejpe.v9i2.4560>
- Bass, B. M. (1985). Leadership and performance beyond expectations. New York: Free Press. <https://doi.org/10.1002/hrm.3930250310>
- Belleza, S. (2021). Coaching behavior as predictor of athlete satisfaction. *International Journal of Research Studies in Education*, 10(5), 65-83. <https://doi.org/10.5861/ijrse.2021.a111>
- Bonneville-Roussy, A., Evans, P., Verner-Filion, J., Vallerand, R. J., & Bouffard, T. (2017). Motivation and coping with the stress assessment: gender differences in outcomes for university students. *Contemporary Educational Psychology*, 48(1), 28-42. <https://doi.org/10.1016/j.cedpsych.2016.08.003>
- Bozidar, G., Ivana, P., Milan, Z., & Miran, K. (2014). Psychological characteristics of young tennis players: correlation with feedback and coaching leadership style. *Gymnasium*, 15(2), 39-45. <https://www.proquest.com/docview/1651243026?sourcetype=Scholarly%20Journals>
- Cairney, J., Dudley, D., Kwan, M., Bulten, R., & Kriellaars, D. (2019). Physical literacy, physical activity and health: toward an evidence-informed conceptual model. *Sports Medicine*, 19(1), 371-383. <https://doi.org/10.1007/s40279-019-01063-3>
- Chee, H. K. (2017). Relationship between leadership style and performance of Perak Sukma athletes and coaches. *Journal of Fundamental and Applied Sciences*, 9(6), 1323-1333. <https://doi.org/10.4314/jfas.v9i6s.97>
- Chu, T., & Zhang, T. (2018). Motivation processes in sport education programs among high school students: a systematic review. *European Physical Education Review*, 24(3), 372-394. <https://doi.org/10.1177/1356336X17751231>
- Chukwusa, J. (2018). Autocratic leadership style: obstacle to success in academic libraries. *Library Philosophy and Practice*, 1-11. <http://digitalcommons.unl.edu/libphilprac/2019>
- Creswell, J. W. (2014). Research design: qualitative, quantitative, and mixed

- methods approaches (4th ed.). Washington, DC: Sage Publication, Inc.  
[https://www.ucg.ac.me/skladiste/blog\\_609332/objava\\_105202/fajlovi/Creswell.pdf](https://www.ucg.ac.me/skladiste/blog_609332/objava_105202/fajlovi/Creswell.pdf)
- Cruz, J. (2022). Coaching styles and performance of athletes in the Division of Pangasinan II. *International Journal of Advanced Multidisciplinary Studies*, 2(1), 156-175. <https://www.ijams-bbp.net/wp-content/uploads/2022/04/IJAMS-JANUARY-156-175.pdf>
- Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: self-determination in personality. *Journal of Research in Personality*, 19(1), 109- 134.[https://doi.org/10.1016/0092-6566\(85\)90023-6](https://doi.org/10.1016/0092-6566(85)90023-6)
- Elmagd, M., Salama, R. A., & Al Jadaan, O. (2019). Study of sports motivation and participation in physical activity among students at Ras Al-khaimah Medical and Health Sciences University, United Arab Emirates. *International Journal of Physical Education, Sports and Health*, 6(3), 6-11.  
<https://www.kheljournal.com/archives/2019/vol6issue3/PartA/6-2-18-522.pdf>
- Ertem, M., & Senturk, F.K. (2021). A research on the variables that effect affective commitment to change. *Business and Management Studies: An International Journal*, 9(1), 327-342.  
<https://doi.org/10.15295/bmij.v9i1.1761>
- Fatima, S., & Sattar, S. (2019). Impact of coach's behavior on motivation of athletes in District Sahiwal. *Elsevier*, 19(2), 1-10.  
<https://dx.doi.org/10.2139/ssrn.340089>
- Ferkins, L., Shilbury, D., & O'Boyle, I. (2018). Leadership in governance: exploring collective board leadership in sport governance systems. *Sport Management Review*, 21(1), 221-231.<https://doi.org/10.1016/j.smr.2018.07.007>
- Fischer, C., Malycha, C. P., & Schafmann, E. (2019). The influence of intrinsic motivation and synergistic extrinsic motivators on creativity and innovation. *Frontiers in Psychology*, 4(1), 1-15.  
<https://doi.org/10.3389/fpsyg.2019.00137>
- Gayles, J. G. (2019). The student athlete experience. *New Directions for Institutional Research*, 33-41. <https://doi.org/10.1002/ir.311>
- Giardina, J. (2020). The effect of coaching leadership styles on athletic efficiency. *Theses and Dissertations*, 1-46.  
<https://islandora.wrlc.org/islandora/object/honorsthesis>
- Gonzales-Garcia, H., Martinent, G., & Morales, A. T. (2019). Perceived coach leadership profiles and relationship with burnout, coping, and emotions.

- Frontiers in Psychology*, 10(1), 1-8.  
<https://doi.org/10.3389/fpsyg.2019.01785>
- Gould, D., & Voleke, D. K. (2019). Youth sport leadership development: leveraging the sport captaincy experiences. *Journal of Sports Psychology in Action*, 1(1), 1-14. <https://doi.org/10.1080/21520704.2019.497695>
- Grego-Planer, D. (2020). Three dimensions of organizational commitment of sports school employees. *Journal of Physical Education and Sport*, 20(2), 1150-1155. <https://doi.org/10.7752/jpes.2020.s2160>
- Gul, R., Riaz, R., Khan, L.A., Yasir, M., & Ullah, I. (2023). A study about the impacts of coach behavior on athletes' motivation: a case study of university's student-athletes. *Journal of Social Sciences Review*, 3(1), 962-974. <https://doi.org/10.54183/jssr.v3i1.138>
- Han, K., Kim, K. T., & Ha, J. (2021). Measuring organizational commitment of varsity athletes in NCAA. *International Journal of Applied Sports Science*, 33(1), 17-29. <https://doi.org/10.24985/ijass.2021.33.1.17>
- Herrera, J., & De Las Heras-Rosas, C. (2021). The organizational commitment in the company and its relationship with the psychological contract. *Frontiers in Psychology*, 11(1), 1-5. <https://doi.org/10.3389/fpsyg.2020.609211>
- Hoch, J. E., Bommer, W. H., Dulebohn, J. H., & Wu, D. (2018). Do ethical, authentic, and servant leadership explain variance above and beyond transformational leadership? A meta-analysis. *Journal of Management*, 44(1), 501-529. <https://doi.org/10.1177/0149206316665461>
- Holmes, R. M., McNeil, M., Adorna, P., & Procaccino, J. K. (2018). Collegiate student athletes' preferences and perceptions regarding peer relationships. *Journal of Sports Behavior*, 31(4), 338-351.  
<https://www.semanticscholar.org/paper/Collegiate-Student-Athletes%27-Preferences-and-Peer-Holmes-McNeil/8600cb7cf4f7d7f2436d2832d394516f5d84216e>
- Hu, Q., Li, P., Jiang, B., & Liu, B. (2023). Impact of a controlling coaching style on athletes' fear of failure: Chain mediating effects of basic psychological needs and sport commitment. *Frontiers in Psychology*, 14(1), 1-12.  
<https://doi.org/10.3389/fpsyg.2023.1106916>
- Hundito, B. (2022). The relationship between sports commitment and athlete satisfaction in sports activities. *International Journal of Research Pedagogy and Technology in Education and Movement Sciences*, 11(1), 1-12. <https://ijems.net/index.php/ijem/article/view/206/204>

- Jackson, B., Gucciardi, D. F., & Dimmock, J. A. (2019). Toward a multidimensional model of athlete's commitment to coach-athlete relationships and interdependent sports teams: a substantive-methodological synergy. *Journal of Sport and Exercise Psychology*, 1-42.  
<https://doi.org/10.1123/jsep.2019-0038>
- Jaros, S. (2017). A critique of normative commitment in management research. *Management Research Review*, 40(5), 517-537.  
<https://doi.org/10.1108/MRR-08-2016-0200>
- Jin, H., Kim, S., Love, A., & Zhao, J. (2022). Effects of leadership style on coach- athlete relationship, athletes' motivations, and athlete satisfaction. *Frontiers in Psychology*, 13(1), 1-17.  
<https://doi.org/10.3389/fpsyg.2022.1012953>
- Karlsen, J., & Berg, M. (2020). Coaching leadership style: a learning process. *International Journal of Knowledge and Learning*, 1-16.  
<https://doi.org/10.1504/IJKL.2020.10033158>
- Kline, R. B. (2005). Principles and practice of structural equation modeling (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.  
<https://psycnet.apa.org/record/2005-03476-000>
- Kovacs, K., Kovacs, K., Szabo, F., Dan, B., Szakal, Z., Moravec, M., . . . Pusztai, G. (2022). Sport motivation from the perspective of health, institutional embeddedness and academic persistence among higher educational students. *International Journal of Environmental Research and Public Health*, 19(1), 1-23. <https://doi.org/10.3390/ijerph19127423>
- Kucukibis, H., & Gul, M. (2019). Study on sports high school students' motivation levels in sports by some variables. *Universal Journal of Educational Research*, 7(3), 839-847.  
<https://doi.org/10.13189/ujer.2019.070325>
- Laguna, M., Mielniczuk, E., Zalinski, A., & Walachowska, K. (2019). Organizational commitment and work engagement- theoretical conceptions and terminological problems. *Medycyna Pracy*, 66(2), 277-284. <https://doi.org/10.13075/mp.5893.00169>
- Lee, H., & Lee, S.Y. (2019). Is more commitment always better? A study on the side effects of excessive organizational commitment on work-family conflict. *Review of Public Personnel Administration*, 41(1), 1-21.  
<https://doi.org/10.1177/0734371X19857799>
- Leyton-Roman, A. (2021). Motivation and Commitment to Sports Practice During

- the Lockdown Caused by Covid-19. <https://acesse.dev/aLflq>
- Locke, E. A., & Schattke, K. (2019). Intrinsic and extrinsic motivation: time for expansion and clarification. *Motivational Science*, 5(4), 1-23. <https://doi.org/10.1037/mot0000116>
- Love, K. G., & Stemer, A. P. (2019). Commitment to the university as defined by the Allen and Meyer model: student-athlete versus non-student athlete differences. *SAGE Journals*, 1-21. <https://scholars.cmich.edu/en/publications/commitment-to-the-university-as-defined-by-the-allen-and-meyer-mo-2>
- Martinez-Moreno, A., Cavas-Garcia, F., & Diaz-Suarez, A. (2021). Leadership style in amateur club sports: a key element in strategic management. *Sustainability*, 13(1), 1-12. <https://doi.org/10.3390/su13020730>
- Messner, W. (2013). Effect of organizational culture on employee commitment in the Indian IT services sourcing industry. *Journal of Indian Business Research*, 5(2), 76-100.
- Meyer, J. P., & Maltin, E. R. (2019). Employee commitment and well-being: a critical review, theoretical framework and research agenda. *Journal of Vocational Behavior*, 77(1), 323-337. <https://doi.org/10.1016/j.jvb.2019.04.007>
- Moffett, A. (2002). Psychological characteristics and their development in Olympic champions. *Journal of Applied Sport Psychology*, 14(3), 172-204.
- Mohamed, M., Othman, M. N., & Noordin, N. M. (2018). Perceived leadership styles and its relationship with team cohesion: coaching preference by university athletes. *Journal of Economic and Management Perspectives*, 12(1), 610-615. <https://www.proquest.com/openview/5619bc9d7f4322ef4bdf4906f3c3d790/1?pq-origsite=gscholar&cbl=51667>
- Moradi, J., Bahrami, A., & Dana, A. (2020). Motivation for participation in sports based on athletes in team and individual sports. *Physical Culture and Sports, Studies and Research*, 85(1), 14-21. <https://doi.org/10.2478/pssr-2020-0002>
- Murray, H. (1983). *Explorations in personality*. New York: Oxford University Press. <https://www.sesp.northwestern.edu/docs/publications/1445272443490a0755b2726.pdf>
- Namai, R., & Okeyo, W. (2020). Leadership styles and performance of premier league football clubs in Kenya. *International Journal of Leadership Studies*, 2(1), 136-144. <https://scholar.google.com/scholar?q=related:xNadVQNvPIJ:scholar.google.com>

- gle.com/&scioq=&hl=en&as\_sdt=0,5
- Ohji, S., Aizawa, J., Hirohata, K., Mitomo, S., Ohmi, T., Jinno, T., . . . Yagishita, K. (2021). Athletic identity and sport commitment in athletes after anterior cruciate ligament reconstruction who have returned to sports at their pre- injury level of competition. *BMC Sports Science, Medicine and Rehabilitation, 13*(37), 1-7. <https://doi.org/10.1186/s13102-021-00264-6>
- Ong, N. H. (2019). Assessing objective achievement motivation in elite athletes: a comparison according to gender, sport type, and competitive level. *International Journal of Sport and Exercise Psychology, 17*(1), 397-409. <https://doi.org/10.1080/1612197X.2019.1349822>
- Otte, F. W., Davids, K., Millar, S., & Klatt, S. (2020). When and how to provide feedback and instructions to athletes?—how sport psychology and pedagogy insights can improve coaching interventions to enhance self-regulation in training. *Frontiers in Psychology, 11* (2), 1-11. <https://doi.org/10.3389/fpsyg.2020.01>
- Ozdemir, K. (2021). The effect of motivation on students studying in sports departments. *International Education Studies, 14*(3), 72-81. <https://doi.org/10.5539/ies.v14n3p72>
- Parenteau, M. (2021). Athletic and academic motivational profiles of varsity student-athletes. *Theses and Dissertations, 3*(2), 1-99. [https://scholar.stjohns.edu/cgi/viewcontent.cgi?article=1172&context=theses\\_dissertations](https://scholar.stjohns.edu/cgi/viewcontent.cgi?article=1172&context=theses_dissertations)
- Pelletier, L. G., Fortier, M., Vallerand, R. J., Briere, N. M., Tuson, K. M., & Blais, M. R. (1995). Toward a new measure of intrinsic motivation, extrinsic motivation, and amotivation in sports: the sports motivation scale (SMS). *Journal of Sport and Exercise Psychology, 17*(1), 35-53. [https://selfdeterminationtheory.org/SDT/documents/1995\\_PelletierFortierVallerandTuson\\_JSEP.pdf](https://selfdeterminationtheory.org/SDT/documents/1995_PelletierFortierVallerandTuson_JSEP.pdf)
- Pestano, R.D. (2021). Sports-teachers' coaching style, behavior, competency and student-athletes performance in sports. *Kinestetik: Jurnal Ilmiah Pendidikan Jasmani, 5*(1), 9-16. <https://doi.org/10.33369/jk.v5i1.14619>
- Petranchuk, T. (2022). The impact of extrinsic motivation on athletic performance. *Theses and Dissertations, 1*-39. [https://soar.suny.edu/bitstream/handle/20.500.12648/4036/pes\\_synthesis/94/fulltext%20\(1\).pdf?sequence=1](https://soar.suny.edu/bitstream/handle/20.500.12648/4036/pes_synthesis/94/fulltext%20(1).pdf?sequence=1)
- Ramzaninezhad, R., & Keshtan, M. H. (2019). The relationship between coach's leadership styles and team cohesion in Iran football clubs professional league. *Brazilian Journal of Medical and Biological Research, 3*(1), 111-120. <https://www.redalyc.org/pdf/930/93012708003.pdf>

- Readr, L. (2022). Motivation of division I student-athletes to participate in strength and conditioning programs. *Electronic Theses and Dissertations*, 4(3), 1-152. <https://ir.library.louisville.edu/cgi/viewcontent.cgi?article=5097&context=etd>
- Rosario, M.A.B. (2023). Level of motivational factors of athletes in relation to their sports participation. *European Journal of Physical Education and Sport Science*, 10(2), 78-86. <https://doi.org/10.46827/ejpe.v10i2.4961>
- Rusbult, C. E. (1980). Commitment and satisfaction in romantic associations: a test of the investment model. *Journal of Experimental Social Psychology*, 16(1), 172-186. [https://doi.org/10.1016/0022-1031\(80\)90007-4](https://doi.org/10.1016/0022-1031(80)90007-4)
- Rutledge, M.E. (2023). Exploring how student athletes balance athletic, academic, and personal needs through learned needs theory. *Journal of Research Initiatives*, 7(2), 1-33. <https://digitalcommons.uncfsu.edu/jri/vol7/iss2/4>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 1-31. <https://doi.org/10.106/j.cedpsych.2020.101860>
- Saadan, R., Pilus, A. M., Balakrishnan, S., Hamid, N. A., Rosli, N., & Abdullah, M. F. (2019). Participation and motivation in sports among individual and team athletes. *IOSR Journal of Sports and Physical Education*, 6(3), 22-25. <https://doi.org/10.9790/6737-06032225>
- Sabri, M. M., Yen, M., & Hian, T. C. (2021). Athletes' satisfaction with the coaches leadership styles in school's high performance sports programme. *Proceedings of the 2nd International Conference on Arts, Social Sciences and Technology*, (pp. 1-13). Penang, Malaysia. <https://tanchee@salam.uitm.edu.my>
- Scanlan, T. K., Chow, G. M., Sousa, C., Scanlan, L. A., & Knifsend, C. A. (2018). The development of the sport commitment questionnaire-2 (English version). *Psychology of Sport and Exercise*, 22(1), 233-246. <http://dx.doi.org/10.1016/j.psychsport.2015.08.002>
- Sen, S., Bhattacharya, C. B., & Korschun, D. (2018). The role of corporate social responsibility in strenghtening multiple stakeholder relationships: a field experiment. *Journal of the Academic of Marketing Science*, 34(1), 158-166. <https://doi.org/1177/0092070305284978>
- Sivrikaya, A. (2019). The relationship between academic motivation and academic achievement of the students. *Asian Journal of Education and*

*Training,*

5(2),

309-315.

<https://doi.org/10.20448/journal.522.2019.52.309.315>

Sorkkila, M., Tolvanen, A., Aunola, K., & Ryba, T. V. (2019). The role of resilience in student-athletes' sport and school burnout and dropout: a longitudinal person-oriented study. *Scandinavian Journal of Medicine and Science in Sports*, 29(1), 1059-1067. <https://doi.org>