



SPORTS COACHING MANAGEMENT IN PANGASINAN STATE UNIVERSITY

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Abstract : This study examines the effectiveness of sports coaching management at Pangasinan State University (PSU), focusing on the influence of leadership styles, coaching strategies, resource availability, and professional development on athlete performance and motivation. Using a mixed-methods approach, data were collected from 100 athletes and 30 coaches through surveys and interviews. The results show that transformational leadership was the most effective in fostering motivation, while authoritarian leadership was less favored by athletes. Technical training and tactical decision-making were strongly correlated with team success in competitions, whereas strict discipline was found to have a weak negative correlation. The study also highlights the challenges faced by coaches, including insufficient access to modern training facilities, limited financial support, and the difficulty of balancing academic and athletic commitments. Coaches who participated in professional development programs were rated more effective by their athletes, underscoring the importance of continuous learning. Based on these findings, recommendations are made to improve leadership training, resource allocation, and professional development opportunities at PSU.

Keyword - sports coaching management, leadership styles, athlete motivation, team success, professional development, resource challenges, Pangasinan State University

I. INTRODUCTION

INTRODUCTION

Sports coaching management is an integral component of educational institutions, playing a vital role in the holistic development of students. It not only contributes to the physical and mental well-being of individuals but also cultivates leadership, teamwork, and discipline, which are essential qualities in today's competitive environment. Within the context of higher education, effective sports coaching management can significantly influence the success of athletic programs, student-athlete performance, and the overall reputation of the institution. This study focuses on sports coaching management within Pangasinan State University (PSU), a leading academic institution in the Philippines that has made significant strides in integrating sports into its educational framework.

Pangasinan State University, with its multiple campuses and diverse student population, offers a unique setting for examining the dynamics of sports coaching management. As the university seeks to enhance its sports programs, the need for a robust and effective coaching management system becomes increasingly critical. Effective sports coaching management within PSU can lead to improved athletic performance, greater student engagement, and enhanced institutional prestige. However, this requires a deep understanding of the existing coaching practices, administrative support, and the challenges faced by coaches and athletes alike.

In recent years, sports programs have gained prominence in academic institutions as they are increasingly recognized for their contribution to the overall educational experience. The integration of sports into the educational curriculum at PSU is reflective of a broader trend in academia, where the development of student-athletes is prioritized alongside academic achievement. This integration necessitates a strategic approach to sports coaching management, where the alignment of coaching philosophies, resource allocation, and administrative support are paramount.

Despite the importance of sports in higher education, there is limited research focused specifically on the management of sports coaching within Philippine universities, particularly in state institutions like Pangasinan State University. This gap in the literature highlights the need for comprehensive research that examines the intricacies of coaching management, the impact of administrative decisions, and the role of coaches in fostering athletic and academic success. Furthermore, it is crucial to explore how PSU's sports coaching management practices compare to those of other institutions, both locally and internationally, to identify areas of improvement and potential best practices.

The primary aim of this research is to evaluate the current state of sports coaching management at Pangasinan State University, with a focus on understanding the policies, strategies, and challenges that shape the coaching environment. By doing

so, this study seeks to provide valuable insights that can inform the development of more effective sports programs, ultimately contributing to the university's mission of producing well-rounded graduates who excel both academically and athletically.

This research will employ a mixed-methods approach, combining quantitative and qualitative data to provide a comprehensive analysis of sports coaching management at PSU. Surveys, interviews, and case studies will be utilized to gather data from coaches, administrators, and student-athletes, ensuring a holistic understanding of the issues at hand. The findings from this research are expected to not only benefit Pangasinan State University but also offer guidance to other academic institutions looking to enhance their sports coaching management practices.

Recent studies emphasize the pivotal role that sports coaching management plays in the development of student-athletes within higher education institutions. According to Carless and Douglas (2021), effective coaching management in universities not only enhances athletic performance but also contributes to the overall educational experience of students by promoting skills such as leadership, teamwork, and resilience. This study aligns with the broader educational objectives of universities, which are increasingly recognizing the value of sports as a critical component of student development.

In a similar vein, Hedges and Mills (2020) argue that the integration of sports into the academic environment requires a strategic approach to coaching management, where the alignment of coaching philosophies with institutional goals is crucial. Their research highlights the importance of support systems for coaches, including professional development opportunities and administrative backing, which are essential for fostering a positive coaching environment.

Managing sports programs in academic institutions comes with several challenges, particularly in resource allocation and administrative support. A study by Zhang et al. (2019) identifies resource constraints as a significant barrier to effective sports coaching management in universities. The authors note that limited funding, inadequate facilities, and the lack of access to advanced training tools can hinder the performance of sports teams and affect the motivation of both coaches and athletes.

Similarly, Côté and Hancock (2021) explore the challenges related to coach-athlete relationships, emphasizing the need for coaches to adopt a more individualized approach to training and mentorship. The study underscores the complexity of managing diverse student-athletes, each with unique needs, and the importance of communication and trust in building effective coach-athlete relationships. This research is particularly relevant to institutions like Pangasinan State University, where the diversity of the student population necessitates a tailored approach to coaching.

Administrative support is a critical factor in the success of sports programs within universities. According to Brown and Fletcher (2020), universities that provide strong administrative support for their sports programs see higher levels of coach satisfaction and student-athlete performance. This support can take various forms, including financial backing, access to professional development, and the establishment of clear policies and procedures that guide coaching practices.

Another important study by Garcia and Murray (2022) highlights the role of leadership in sports coaching management. The authors argue that effective leadership at the administrative level is crucial for the successful implementation of coaching strategies. Their findings suggest that when university leaders prioritize sports as an integral part of the educational mission, it leads to more cohesive and effective coaching practices, ultimately benefiting the student-athletes and the institution as a whole.

The last few years have seen a shift in coaching practices, driven by advancements in technology and a growing emphasis on mental health and well-being. Jensen and Allen (2019) discuss the impact of technology on coaching, noting how data analytics and performance-tracking tools have transformed the way coaches plan and execute training sessions. These tools allow for more personalized training programs and provide coaches with insights that were previously inaccessible.

Moreover, the focus on mental health in sports coaching has gained traction, with scholars like Anderson and Moore (2023) advocating for a more holistic approach to coaching. Their research suggests that addressing the mental and emotional well-being of student-athletes is as important as physical training, particularly in high-pressure environments like university sports. This approach aligns with the broader trend in education towards fostering well-rounded individuals who can succeed both on and off the field.

While much of the literature on sports coaching management focuses on Western contexts, there is a growing body of research that examines the unique challenges and opportunities within the Philippine educational system. A study by De Guzman and Reyes (2021) explores the state of sports coaching management in Philippine universities, highlighting the disparities in resources and support between private and public institutions. The authors emphasize the need for public universities to develop more structured coaching programs that can compete with those of their private counterparts.

In addition, Santos and Perez (2022) discuss the cultural factors that influence coaching practices in the Philippines, such as the emphasis on respect and hierarchy in coach-athlete relationships. Their research suggests that understanding these cultural nuances is crucial for developing effective coaching strategies that resonate with Filipino student-athletes.

NEED OF THE STUDY.

This study arises from the growing importance of effective sports coaching management in fostering athlete development, team success, and overall program excellence at Pangasinan State University (PSU). With the increasing demands placed on student-athletes to balance both academic and athletic responsibilities, there is a critical need to understand how different coaching leadership styles and strategies influence their motivation and performance. Furthermore, PSU's sports programs face challenges such as limited resources, outdated facilities, and insufficient financial support, which hinder the ability of coaches to effectively manage their teams. In light of these challenges, the study aims to identify the most effective coaching practices, highlight areas where improvements are needed, and underscore the significance of professional development for coaches. Addressing these issues will not only enhance the quality of coaching at PSU but also contribute to the success and well-being of student-athletes, ultimately strengthening the university's sports programs.

3.1 Population and Sample

The population for this study includes all athletes and coaches involved in the sports programs at Pangasinan State University (PSU). The athletes represent various sports teams, such as basketball, volleyball, and athletics, and coaches from different experience levels and sports disciplines. The universe of the study is the entire sports community at PSU.

From this population, a sample of 100 athletes was randomly selected, ensuring a representation of various sports, genders, and experience levels. Additionally, 30 coaches were purposively selected based on their direct involvement in PSU's sports programs. These coaches include those managing both individual and team-based sports, with different levels of coaching experience. The study focused on these athletes and coaches to examine the effectiveness of coaching management practices.

3.2 Data and Sources of Data

The study on sports coaching management at Pangasinan State University will utilize a combination of instruments to collect both quantitative and qualitative data. Survey questionnaires will be the primary instrument for gathering quantitative data from athletes. These surveys will be structured to assess athlete perceptions of coaching effectiveness, motivation, leadership styles, and team dynamics. The questionnaires will use a Likert scale to measure responses, providing numerical data that can be analyzed statistically.

For qualitative data, semi-structured interview guides will be developed to facilitate in-depth interviews with coaches, athletes, and sports administrators. These interviews will explore topics such as coaching strategies, leadership approaches, the challenges faced by coaches, and the institutional support provided by PSU. The semi-structured format allows for flexibility, enabling interviewees to share detailed insights while still ensuring that key topics are covered consistently across interviews.

Focus group discussions with coaches will also be conducted to explore group dynamics and shared experiences in managing sports programs. Additionally, document review of PSU's sports program records, including performance metrics, win-loss records, and athlete statistics, will provide essential quantitative data on the outcomes of coaching management practices. Together, these instruments will ensure a thorough and multi-faceted data collection process, allowing for a comprehensive analysis of the research questions.

3.3 Theoretical framework

The theoretical framework of this study includes both dependent and independent variables. The dependent variable is athlete performance and motivation, which reflects the outcome of the sports coaching management practices. The independent variables are the coaching leadership styles, coaching strategies, and resource availability. Leadership styles, including transformational, situational, and authoritarian, were examined to understand their effect on athlete motivation and team performance. Coaching strategies such as technical training, tactical decision-making, and motivation techniques were also analyzed as independent variables. The availability of resources, including training facilities and financial support, is considered a key factor influencing the effectiveness of coaching management practices. These variables were chosen to understand how leadership, strategy, and resources contribute to the success of sports programs at PSU.

RESEARCH METHODOLOGY

The methodology section outlines the plan and methods used to conduct the study. This includes the universe of the study, which consists of athletes and coaches from various sports programs at Pangasinan State University (PSU). The sample of the study includes 100 athletes, randomly selected from different sports teams, and 30 coaches, purposively selected based on their involvement in PSU's sports programs. The details are as follows;

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3.2 Data and Sources of Data

For this study, both primary quantitative and qualitative data were collected. Quantitative data was gathered through surveys distributed to 100 athletes from various sports teams at Pangasinan State University (PSU). The survey included questions about coaching leadership styles, strategies, and motivation techniques. Qualitative data was obtained from in-depth interviews conducted with 30 coaches, focusing on their experiences with coaching strategies, challenges related to resources, and professional development. The data collection period spanned several weeks to ensure comprehensive participation from both athletes and coaches. The surveys provided measurable insights, while the interviews added rich, contextual understanding of the coaching management practices at PSU.

3.3 Theoretical framework

The theoretical framework of this study consists of both dependent and independent variables. The dependent variable is athlete performance and motivation, which represents the outcome of effective sports coaching management practices. The independent variables include coaching leadership styles (transformational, situational, and authoritarian), coaching strategies (technical training, tactical decision-making, and discipline), and resource availability (training facilities, financial support, and equipment). Leadership styles are assumed to significantly affect athlete motivation and performance, with transformational and situational leadership expected to have positive impacts, while authoritarian leadership may have an inverse relationship.

Technical training and tactical decision-making are viewed as positively influencing team success, with a focus on how these strategies develop athlete skills and contribute to competitive outcomes. Resource availability, including the adequacy of facilities and financial support, is expected to be directly related to the effectiveness of coaching management. Coaches' participation

in professional development programs is also included as an influencing factor, with the assumption that ongoing training enhances coaching skills, which positively impacts athlete development and performance.

3.4 Statistical tools and econometric models

This section outlines the statistical tools and economic models used to analyze the data and derive inferences. The following methodologies were applied to understand the relationship between coaching practices, leadership styles, resources, and athlete performance and motivation at Pangasinan State University (PSU).

3.4.1 Descriptive Statistics

Descriptive statistics were applied to summarize the basic features of the data collected from athletes and coaches. These statistics include measures such as mean, standard deviation, minimum, and maximum values for variables like leadership styles, coaching strategies, and athlete motivation. Descriptive analysis helped identify patterns and central tendencies in the data.

For instance, the average ratings for different coaching leadership styles (transformational, situational, and authoritarian) were calculated to determine which style had the most influence on athlete motivation.

3.4.2 Correlation and Regression Analysis

A Pearson correlation analysis was conducted to assess the strength and direction of relationships between independent variables (coaching strategies, leadership styles, resource availability) and the dependent variable (athlete performance and motivation). The correlation coefficients were interpreted to identify which factors were most strongly associated with team success and motivation.

In addition, linear regression models were used to quantify the impact of coaching strategies and leadership on team success. The regression equation is expressed as follows:

Regression Formula:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

Where:

YYY is the dependent variable (athlete performance or motivation).

β_0 is the intercept.

β_1 and β_2 are coefficients for the independent variables (e.g., technical training, tactical decision-making).

X_1 and X_2 represent the independent variables.

ϵ is the error term.

3.4.3 Thematic Analysis for Qualitative Data

For qualitative data collected through interviews, thematic analysis was conducted. The recurring themes identified in the challenges faced by coaches regarding resource availability, leadership, and balancing academic-athletic commitments were organized into a thematic map. Each theme was supported by direct quotations from participants, highlighting key issues that affect coaching effectiveness and team outcomes.

3.4.4 Model for Leadership Impact on Athlete Motivation

To assess the specific impact of leadership styles on athlete motivation, the following model was employed:

$$\text{Motivation} = \alpha + \beta_1(\text{Transformational}) + \beta_2(\text{Situational}) + \beta_3(\text{Authoritarian}) + \epsilon$$

Where:

- Motivation is the athlete's level of motivation.
- Transformational, Situational, and Authoritarian represent different leadership styles.
- α is the constant, and ϵ is the error term.

3.4.5 Model for Resource Availability and Team Performance

A multiple regression model was also used to examine how resource availability, including training facilities and financial support, affects team performance:

$$\text{Performance} = \gamma_0 + \gamma_1(\text{Facilities}) + \gamma_2(\text{FinancialSupport}) + \epsilon$$

Where:

- Performance is the dependent variable (team success).
- Facilities and Financial Support are independent variables.
- γ_0 is the intercept, and ϵ is the error term.

3.4.6 Model for Professional Development and Coaching Effectiveness

A separate model was created to analyze the relationship between professional development participation and coaching effectiveness:

$$\text{Effectiveness} = \delta_0 + \delta_1(\text{Seminars}) + \delta_2(\text{Certifications}) + \epsilon$$

Where:

- Effectiveness is the dependent variable (coaching effectiveness rating).
- Seminars and Certifications represent participation in professional development programs.

3.4.7 Evaluation Criteria

The Adjusted R-squared and p-values were used to evaluate the statistical significance of the models. The adjusted R-squared indicates the percentage of the dependent variable's variation explained by the independent variables. The p-value tests the hypothesis that the regression coefficient is significantly different from zero, with a threshold of 0.05 indicating statistical significance.

These tools and models were applied to examine the impact of leadership, coaching strategies, resource availability, and professional development on athlete motivation and team success at PSU.

IV. RESULTS AND DISCUSSION

4.1 Results of Descriptive Statics of Study Variables

Table 4.1: Athlete Perceptions of Coaching Leadership Styles (n=100)

Leadership Style	Mean Score (1-5)	Standard Deviation
Transformational Leadership	4.8	0.49
Situational Leadership	4.5	0.58
Authoritarian Leadership	2.6	0.85

Table 4.1 reveals that transformational leadership received the highest mean score (4.8), showing that athletes view this style as the most effective in enhancing their motivation and performance. Coaches who exhibit transformational leadership behaviors, such as motivating athletes through a shared vision and fostering personal development, are highly appreciated by the athletes. Situational leadership also received a high rating (4.5), indicating that athletes value coaches who can adapt their approach based on individual and team needs. Authoritarian leadership, on the other hand, scored significantly lower (2.6), suggesting that athletes find rigid, command-oriented leadership styles less effective in promoting positive outcomes.

Table 4.2 Correlation Between Coaching Strategies and Team Success

Coaching Strategy	Correlation Coefficient (r)	Significance (p-value)
Technical Training	0.79	< 0.01
Tactical Decision-Making	0.71	< 0.05
Motivation and Encouragement	0.66	< 0.05
Strict Discipline	-0.32	> 0.05

As shown in Table 4.2, there is a strong positive correlation between technical training ($r = 0.79$) and tactical decision-making ($r = 0.71$) with team success in competitions. These findings indicate that coaches who focus on improving technical skills and making effective in-game tactical decisions contribute significantly to the success of their teams. Motivation and encouragement also show a positive correlation ($r = 0.66$), suggesting that maintaining high morale and fostering a supportive environment contribute to better performance. Strict discipline, however, has a weak negative correlation ($r = -0.32$), suggesting that excessively harsh disciplinary measures may not lead to improved competitive outcomes.

Thematic Map 1: Challenges Related to Resource Availability and Support

Theme 1: Limited Training Facilities and Equipment

Sub-theme 1.1: Inadequate Access to Modern Training Equipment

"We have outdated equipment, and that limits what we can do during training sessions." – Coach A

"Our team shares equipment with other teams, which makes scheduling training difficult." – Coach B

"When we go to competitions, other teams have much better equipment, and it shows in their performance." – Coach C

Sub-theme 1.2: Lack of Dedicated Practice Space

"There are times when we have no place to practice because the space is used for other activities." – Coach D

"We often practice on whatever ground is available, even if it's not ideal for our sport." – Coach E

"Training gets interrupted because we share the field with other groups, which disrupts our focus." – Coach F

Theme 2: Inadequate Financial Support

Sub-theme 2.1: Budget Delays and Limitations

“The funds for training come in late, so we’re always playing catch-up.” – Coach G

“Our budget is so limited that we have to choose between basic supplies and travel expenses.” – Coach H

“We’re often underfunded, and it affects our ability to prepare for competitions.” – Coach I

Sub-theme 2.2: Lack of Funding for Coaching Development

“I’ve been asking for training workshops, but there’s no funding for it.” – Coach J

“There are opportunities for coach development, but we rarely have the resources to take advantage of them.” – Coach K

“Without proper funding, we can’t stay updated with the latest coaching techniques.” – Coach L

The thematic map reveals significant challenges related to limited training facilities and equipment and inadequate financial support at PSU. Coaches frequently expressed frustration over the outdated and insufficient equipment, which hinders their ability to implement effective training programs. Additionally, the lack of dedicated practice space forces teams to share facilities, leading to disrupted and suboptimal training sessions. Financial support is another critical issue, with many coaches citing budget delays and limitations that restrict their ability to fully prepare for competitions. The lack of funding for coach development further exacerbates the problem, preventing coaches from improving their skills through professional training programs. These findings underscore the need for PSU to invest more in sports infrastructure and provide timely, adequate financial support.

Table 4.3: Athlete Feedback on Coaching Motivation Strategies (n=100)

Motivation Strategy	Mean Score (1-5)	Standard Deviation
Positive Reinforcement	4.7	0.56
Goal Setting	4.4	0.68
Team-Building Activities	4.5	0.63
Punitive Measures	2.8	0.81

Table 4.3 shows that athletes rate positive reinforcement as the most effective motivational strategy (mean score: 4.7), indicating that praise and encouragement are highly valued. Team-building activities (mean score: 4.5) and goal setting (mean score: 4.4) are also seen as effective strategies for maintaining athlete motivation and creating a cohesive team environment. In contrast, punitive measures received a lower rating (mean score: 2.8), suggesting that athletes respond poorly to punishment-based motivational tactics, which may negatively impact team morale and individual performance.

Table 4.4: Participation in Professional Development Programs and Coaching Effectiveness

Professional Development Program	Participation Rate (%)	Mean Effectiveness Rating (1-5)
Attended National Seminars	80%	4.8
Completed Coaching Certification	65%	4.7
No Formal Training	20%	3.4

Table 4.4 highlights the positive impact of professional development programs on coaching effectiveness. Coaches who attended national seminars (mean effectiveness: 4.8) and completed coaching certification programs (mean effectiveness: 4.7) were rated significantly higher by their athletes compared to those with no formal training (mean effectiveness: 3.4). This finding underscores the importance of ongoing professional development in enhancing the skills and competencies of coaches, suggesting that PSU should invest in more opportunities for coach training and certification.

Thematic Map 2: Major Challenges in Managing PSU Sports Programs

Theme 1: Balancing Academic and Athletic Commitments

Sub-theme 1.1: Conflicting Schedules

“Many of our athletes miss practices because of their academic workload.” – Coach M

“It’s difficult to schedule consistent training when academic commitments overlap with practice times.” – Coach N

“We often have to adjust our training schedule around exams and class projects, which affects our preparation.” – Coach O

Sub-theme 1.2: Academic Performance of Athletes

“Athletes struggle to balance their studies and sports, which sometimes affects their academic performance.” – Coach P

“I’ve seen athletes perform poorly academically because of the pressure to train and compete.” – Coach Q

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