Autonomy and Coaching Effectiveness: A Review of How Training Programs Affect Athlete Outcomes

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Abstract

Coaching has benefits for both instructors and trainees. As professionals, football coaches need to possess essential abilities and be cognizant of the worldviews that influence their work. Nevertheless, many people believe that coaching football is not a teaching profession. This indicates that it only addresses technical concerns related to teaching the game's skills. The **purpose** of this study is to ascertain how **coach training** affects **athletes**' preparation, drive, and **performance**. It evaluates training from both theoretical and practical standpoints and how it affects team performance. The study is a literature review that investigated and critically analyzed literature related to coaching and its impact. The pertinent studies done in the past related to this topic would be selected and analyzed. The findings showed that coaches may improve **motivation** and players' performance by effective training programs. The review also showed that the autonomy **coaching style** significantly and positively impacted athletes' **performance** and **motivation** as it exhibits tendencies and behaviors that meet the athletes' psychological needs such as freedom, the needed skills to participate and connect their associated coaches and teammates. This study has been restricted to a range of sports; it does not concentrate on any one sport, like soccer. Therefore, further research might concentrate on just one sport. Additionally, the effect of coaching style on athletes' motivation and achievement across various groups

Keywords: Coaching, athlete, motivation, performance.

Introduction

A coach's leadership and instruction can significantly impact an athlete's conduct. There are a wide range of factors and other people that have a significant impact on athletes' conduct in addition to coaches. Among the most important factors that could affect athletes' coaching are teammates, parents, coaches, and sports fans (**Luczak and colleagues, 2020**). Together with their coach, athletes interact at every practice and competition. In addition, a sport coach can serve as an athlete's role model and be one of the people who influences them outside of the sporting environment (**Bartlett, et al. 2017**).

Coaches' actions and responses toward the athlete may also shape the player's conduct in daily life. For instance, it is stated that unwelcome coaching behaviors may have negative effects on athletes' levels of fatigue and sport satisfaction (**McNeill, et al. 2017**). The goal of this study is to examine how athlete performance is affected by coach training. Research in the subject of management of leadership started in the 1930s and continued in the 1950s using behavioral methods. In recent decades, functional leadership outlines and techniques to quantify leadership styles in institutions have been a common feature of coaches' leadership styles in sports environments. As an illustration, certain researchers such as (**Alfermann et al., 2018**) likewise attempted to elucidate leadership copies in the context of sports (**Raelin, 2020**). They created the Leadership Scale for Sport (LSS) to aid in the calculation of leadership in sports leadership research. The five domains of leadership behaviors that

sport coaches exhibit include training and instruction, social support, positive response, authoritarian style, and independent style. These domains are measured by this scale. it's also worth noting that, the majority of researchers made an effort to regulate the important variables that may be related to these training behaviors. However, only a few of these problems that were investigated have to do with their interactions with athletic coaches (**Norris, Didymus & Kaiseler, 2017**).

Researchers also attempted to control how reaction behaviors of sports coaches affected the greatest athletes' innate motivation and satisfaction (**Spinda & Puckette, 2018**). One definition of "motivation achievement" is the drive for people to meet precise goals, receive positive feedback, and possess the intellect to succeed. However, some people would rather avoid disappointment than strive for success in a particular field. Another factor that could change based on the actions of the sport coach is achievement inspiration (**Bailey, 2017**).

The relevant literature that was previously explained has shown that the leadership behaviors of sport coaches may have an impact on a variety of factors that are components of athletic performance. According to this perspective, the goal of this study was to ascertain how players' inspiration for achievement and perceived coaching behavior relate to one another. In particular, we anticipated hearing if athletes' desire for accomplishment is impacted by their perception of their coaches' leadership styles (**Castillo, Adell & Alvarez, 2018**).

Athletes' motivation is regarded as the primary factor in their success in sports. There are several factors that impact athletes' experiences in competition. The athlete-coach connection is seen to have a significant impact on the athlete's motivation and performance (**Foulds et al., 2019**). There are millions of young athletes who compete in sporting events every year on a daily, weekly, monthly, and annual basis all over the world. Millions of athletes compete in these events each year, which suggests that young athletes engage with millions of seasoned instructors in the same coaching and training fields (**Britton, Hill & Ward, 2017**).

It is the duty of league administrators, players, parents, and coaches to broaden and deepen their experiences in order to have a greater understanding of how coaches and their coaching styles affect the athletes under their care. The coaching style that coaches have chosen or developed may have a beneficial or negative impact on athletes. Trainers have a significant influence on athletes since they are in charge of preserving and fostering environments that allow athletes to reach their full potential. It is imperative to recognize and characterize the impact that an athlete's general leadership style, personality, manner, and attitude has on them.

Athletes' motivation is likely to remain low in the absence of an appropriate, well-developed coaching style from the trainers that upholds respect, attracts attention, and develops the athletes' teammates. This will result in a lack of success and failures in reaching the athletes' Goals. (**Deci, E. L., & Ryan, R. M. 2012**). (**Marcone, M. (2017**).

Methodology

The purpose of this review study is to ascertain how coaching methods affect athletes' motivation and output. To find the relevant studies, a selection of main databases was made. The chosen articles for the syntheses were gathered from Google Scholar, Thompson Routers, Scopus, and Science Direct. The writers created a set of standards for the inclusion of articles, and only peer-reviewed, full-text publications were selected. To help the researchers find the pertinent publications, a variety of search terms and phrases were utilized. The following keywords were found athlete, coach, performance, motivation, and success. Conversely, the following terms were recognized: athlete motivation, athlete performance, athlete success, and coaching and leadership styles.

The chosen phrases for the search procedure were derived from various combinations of the previously listed keywords; the phrases and keywords were searched jointly, in pairs, and separately. The search was repeated by the authors until a suitable number of studies were found. Included were only full-text papers that have been published in scholarly journals no earlier than 2000. A variety of sports, including track and field, fencing, basketball, tennis, lacrosse, field hockey, softball, baseball, football, soccer, volleyball, handball, and judo, were identified by the results of the chosen research. (**Jena, M. K. 2020**).

Results

The study's findings indicate that a coach's overall problem-solving abilities play a crucial role in an athlete's motivation and output. Because of the training they received and the actions of their instructors, there is a noticeable improvement in the athlete's performance. (**Gross, M., Wolanin, et al., 2018**). Studying pertinent literature reveals that coach behaviors primarily shape the attitudes and behaviors of individual players. This behavior has an ethical viewpoint in addition to being restricted to motivation and performance. As a result, athletes with more capable coaches outperformed competitors without such coaches. It was found in a few different research that the coaches' problem-solving abilities varied significantly (**Jones, Woods, & Guillaume, 2016**). It is also disclosed that the athlete's performance may be impacted by the coach's leadership and decision-making styles. Our study also revealed that, despite their areas of interest, some of the coached had greater problem-solving abilities. This study, which employs a qualitative technique, aims to reveal and clarify some of the fundamental viewpoints that coaches and athletes in sport favor when it comes to the behaviors that coaches are thought to exhibit (**Stone et al., 2020**). Regarding likely coach and athlete behaviors, the coach and athlete in this study had different perspectives. The study's findings show that coach behavior has a greater impact on athletes' motivation and output (**Reynders et al., 2019**). As a result, a sizable portion of coaches and players have similar ideas about the expected behaviors of coaches.

2.0 Coach-Athlete Relationship

The last 15 years have seen the publication of more than 60% of the scientific literature on sports education (**Beni, Fletcher, & Ní Chróinín 2017**). Because the coach-athlete relationship has accounted for 20% of this literature, researchers are learning more and more about the arena and the impact that coaches have on their athletes. These days, researchers acknowledge that coaches hold a significant and powerful position in the sports environment, with many potential "spill-over" benefits into athletes' new lives (**De Beer 2019**). Furthermore, studies have shown that, when implemented well, coaches can use their communications to positively impact athletes' enjoyment, skill development, and participation (**Martin, 2020**).

As per (**Ke'shawn et al. 2020**). Athletes' perceptions of their enjoyment and satisfaction from sport have been influenced by the reported coach-athlete relationship. Athlete satisfaction is crucial to performance and self-determined performance, and it is very subjective because to the trainer's purported actions.

According to (**Prophet et al. 2017**), coaches' positive attitudes, training and instruction, and helpful behaviors have all been linked to athletes' satisfaction levels. Athletes' subjective enjoyment of their sport is also influenced by the nature of their interaction with their coaches; athletes' perceptions of the excellence of this affiliation can account for as much as 58% of this.

The study also supported the idea that the athlete-coach relationship may have an impact on intrateam lure, or the liking between teammates, and athletes' self-confidence (**dyad Válek, 2020**). Previous studies have shown a correlation between apparent coaching activities and intra-team lure/cluster unity in athletes of different skill levels. According to (**Kavanagh et al. 2017**), young athletes who thought their coaches responded positively saw themselves as extra, highly driven, and self-assured. According to (**Rieke and Keller 2016**), athletes' perceptions of how to improve coaching behaviors were based on their motivation levels, which are linked to performance outcomes that are perceived as favorable.

2.1 Refining the Coach-Athlete Relationship

As previously discussed, there is evidence that athlete-coach relationships frequently require improvement, and that athlete training and behavior have a significant impact on coaching and athlete motivation, sport participation, skill development, performance, motivation, and attraction (**Castro- Sánchez et al., 2019**). It is evident that actions were required to ensure that this relationship remained as strong as possible at all times. It makes sense to assume that athletes will not only play sports for longer periods of time but also enjoy them more and perform at a higher level if researchers can identify ways to strengthen the relationship between instructors and athletes.

2.2 Significant factors in athletes' motivation and performance

Although a variety of factors influence sports outcomes, coaches directly impact players' attitudes and athletic performance. Athletes see and comprehend their athletic experience based on their ability to perform effectively and the leadership they embrace. Many coaches have already proven how they may influence athletes to achieve greatness. Several of these factors have been briefly mentioned in the following section:

2.3 Coach Leadership skills

Athletes' personal goals, views of themselves, and interactions with the public can all be greatly influenced by their coaches (**Wachsmuth, Jowett & Harwood, 2018**). Beyond the realm of athletics, individual athletes turn to their coaches for leadership and motivation, and this attitude extends to their athletic performance. General motivation and anxiety levels are defined by the interaction between a student-athlete and their coach, according to Athletic Insight. Positive leadership can result from coaching behaviors like diligence, empathy, cooperation, loyalty, and excitement. These behaviors may also have an impact on the personal development and success of individual athletes. (Mbambo, 2019), have discussed how coaches may encourage players to work together and as a team by providing effective instruction and training, encouraging a self-sufficient and rational environment, and providing support through positive reinforcement.

However, it's critical that coaches are dependable, and if they collaborate with other coaches, the coaching staff as a whole need to function as a unit (**Dehghansai et al., 2020**). In order to achieve success, coaches and players must collaborate well, but it is the responsibility of trainers to be dependable role models who genuinely connect with and motivate players.

Coaches' Teaching Styles and Athletes

Every coach has a distinct, well-developed style of coaching. The way this coaching technique is implemented also has an impact on the athletes' motivation and output. According to (**Marcone's 2017**) argument, athletes' motivation and performance can be greatly impacted; Athletes' psychological needs may be neglected or met by different coaching philosophies. Furthermore, (**Marcone, M. 2017**). notes that research in the current literature suggests that a helpful demeanor or coaching approach may be able to satisfy the needs of athletes. Additionally, it results in improved performance and growth for the sportsmen. Similarly, **Jones ,2020**) investigated how different coaching philosophies affected athletes. To determine the main coaching philosophies that are effective, the multidimensional leadership model and the leadership scale for sports were employed. The study's findings demonstrated that, at the collegiate level, players most exhibited democratic coaching methods and social support in the high school and youth levels.

According to the study (**Jin, H., Kim, S., Love, A., Jin, Y., & Zhao, J. (2022**). teams with more democratic coaching demonstrated greater cohesiveness and team freedom. Accordingly, the study concluded not found that the authoritarian/autocratic coaching style has not been found to be effective as a coaching approach. Since it doesn't provide athletes with the independence or autonomy they require to succeed. A comparable study by (**Brinton et al. 2017**) demonstrated that the authoritative coaching style is thought to be a critical predictor of the competence and autonomy of an athlete's style. However, an authoritarian coaching style is thought to be a notable negative predictor of an athlete's level of autonomy (**Brinton et al., 2017**).

Ethical Concerns

Given how closely related sports and everyday life are, it could be difficult for sportsmen to separate the two (**Foster & Chaplin 2017**). However, moral concerns regarding athletes are frequently raised, especially in light of the media's habitual reporting of professional athletes engaging in inappropriate and careless personal behavior. According to research on coaches' effect on athletes and ethical behavior done at Concordia University, people start to question why so much emphasis is placed on physical performance superiority with so little care on improving personal performance (**Nicholls, A. R., & Perry, J. L. 2016**). Coaches may have an impact on the whole athlete by motivating them to excel in all facets of their lives, not just athletics, because they have a special bond with athletes. Thus, it is possible to draw the conclusion that there is an ethical component

to the connection between sports coaches and athletes.

Coach decision making skills

According to (**Bhambhani & Inbanathan (2020)**, decision making is typically seen as an informed process that results in the selection of a course of action or a confidence among a number of different decisions. Every decision-making process, results in a final conclusion that may or may not be made quickly (**Lerner et al., 2015**). All things considered, decision making is the study of categorizing and choosing alternatives according to the preferences and standards of the decision maker. Making decisions is a key component of every employment procedure and one of the primary administrative tasks. For several reasons, sports provide a wonderful opportunity to teach decision-making. **Kaya, İ., Çolak, M., & Terzi, F. (2018).**

(**Mocodean, M. 2018).** asserts that coaches make snap judgments that are scrutinized by supporters and the media. They are often evaluated based on the outcome rather than the reason behind the decision, and on how well they balance the discipline and art of decision making. The vast practical experience that coaches have in their industry might not be enough to win the match. According to (**DiGirolamo & Tkach2019**), coaches should fundamentally possess the knowledge and abilities of a corporate executive, the counseling expertise of a psychologist, and the instructional skills of a teacher. The most accomplished coaches must be able to use their management and style to guide a top athlete through their more demanding physical, technical, strategic, and psychological homework.

Coaches' decision-making styles

(**Higgins, C. 2020**). distinguished between three distinct types of decision-making in coaches: delegative, participative, and autocratic. The author suggested that the best decision-making style should always depend on the problem's outlining features. (**Noureen, Shah, and Zamir 2020) c**ontend that situational fundamentals, as opposed to the coach's actions or character, were the primary elements of teaching style that were supported (**Delrue & Associates, 2019**).

Further identified the situational leadership style as the most beneficial style for coaches, outlining its four subdomains as contributing, selling, telling, and delegating. claimed that a coach's state of preparation would be assessed to choose the most suitable leadership style to use earlier in the decision-making process in sports (**Mahedero et al., 2015**). As is often known, learning tactical and strategic decision- making techniques can take place in engaging game-like environments where specific and established corrective feedback is provided during the exercise (**Peráèek, & Peráèková, 2018).** Coaches may effectively apply the game approach or the players' individual ability advancement based on the answer they receive (**Price et al., 2020).** For coaches, making decisions involves learning and responding in a significant way. Gamers must identify if errors are nominal, tactical, or both. Next, coaches must discuss the relevant topic. Coaches' demo and sample play a significant role in coaching decision-making as they gather response.

Discussion

Athletes undergo ongoing coaching during their journey to aid in their learning and development. Given that they will have an influence on their trainees' lives, coaches have an obligation to grow personally in order to become role models. It is important to remember that coaches must acquire a variety of coaching philosophies in order to choose the one that will best fit their teams' performance if they want to establish themselves as role models. It takes trial and error to determine the best coaching style. The authoritarian coaching style is the least effective, according to the study's findings, since it presents the trainer as being rigid and in charge. The athletes' careers are negatively impacted by this coaching approach. An authoritarian coach has a detrimental effect on the team's performance and prevents them from realizing their full potential. Similar to this, an authoritarian coaching approach has demonstrated improvements in competence and performance, but it lacks the good relationships and support that athletes require to meet their psychological demands. It has been demonstrated that the most successful and efficient coaching approach for athletes of all skill levels is autonomy. Because coaching style permits players to continue receiving support and autonomy from the coach, it is advised. Because they have a good psychological impact on their

trainees, coaches who have implemented autonomy coaching techniques serve as role models for their students. Given the profound influence that coaching has on athletes' and trainees' lives, it is important for trainers to consider the teaching approaches they use. Since coaching involves the capacity to support and develop athletes' needs and ambitions, it cannot be viewed as a self-serving profession.

A key idea in the study's conclusions is the quantity of psychological traits that both the athlete and the coach need to possess in order for the athlete to generate intrinsic and self-determined motivation. The Self-Determination Theory is the source of this type of motivation. For athletes to create self-determined intrinsic motivation and self-determined extrinsic motivation, they must feel competent, free, skilled, and autonomous in order to reach their full potential. In addition, kids need to feel a connection to their teammates and peers, and above all, the coach (**McCann, et al., 2022).**

The study's conclusions showed that the athletes' behaviors, which reflected self-determined motivation forms, were supported by their coaches and satisfied their psychological needs. These behaviors were therefore thought to be the most advantageous outcomes of increasing motivation. Furthermore, the study's conclusions demonstrated a favorable correlation between athletes' performance and the effect of coaches' methods on their motivation. According to the study's findings, athletes who showed high levels of situational self-determination also had high levels of contextual self-determined motivation, or the desire to compete or play a game.

Conclusions

This study's goal, which was based on a thorough literature analysis, was to identify the factors that go into sports decision-making and how coaches actually make decisions that affect athletes' motivation and performance (**Harwood et al., 2019**). Some of their approaches and decision-making styles that have been applied in athletics are also highlighted in the study. Coaches and physical education teachers have been grappling with how to educate athletes an actual tactic and technique of sports play and help them be better decision makers in every aspect of sports, whether in a professional or amateur, or school context. A survey of the literature demonstrates that their decisions are all predicated on how well they execute their skills and how involved, rehearsed, and perceptive they are. These findings indicate that, generally speaking, coaches and athletes in this study believe that coaches' decision-making style has an impact on an athlete's motivation and performance (**Otte et al., 2020; Haan & Sotiriadou, 2019**). As a result, the most expected coach behavior is autonomy; the prevailing belief is that coaches and athletes should participate. The fact that the coaching context continuously influences the partnership between coaches and athletes may help to explain why the coaches and athletes in these study segments share common opinions about what coaching behavior they believe to be expected. (**Allan et al., 2020).**

As a result, it is expected of a coach to recognize and modify actions and methods for each unique athlete. Because of the unique dynamics that arise, any particular coach-athlete affiliation is actually a unique circumstance. In order for a coach to effectively modify their approach to meet the needs of each athlete, they must first be able to understand those demands. It is difficult for a coach to adjust their conduct to fit the needs of an athlete if they do not recognize the unique qualities of each athlete (Kumar, 2019). Therefore, it would seem that democratic behavior is crucial, and that coaches' ability to communicate and make decisions is important to achieving the goals of their position.

Programs for coach education need to take this into account. (**Barker-Purdy & Ruchti, 2021**). Conclusions regarding the causal prevalence of a coach's behaviors in sports and their impacts on inspiration, performance, attention, and sentiments cannot be made based solely on the evidence presented in this article. Nevertheless, future research would look more closely at and investigate the qualitative data from this study as well as the explanation of the findings. The researcher suggested doing this in a qualitative and quantitative manner.

Recommendation and Suggestions

The relationship between coaching methods and athletes' motivation and performance has been examined in the current

study. The literature reviewed for this synthesis has been restricted to a range of sports; it does not concentrate on any one sport, like soccer. As a result, the report recommends that future research concentrates on just one sport. Additionally, the effect of coaching style on athletes' motivation and achievement across various groups. The studies that were chosen for this analysis concentrated on particular periods of athletes' lives. A more thorough understanding of the effects that coaching styles have on athletes' performance and motivation may be improved by looking at the subjects of both existing and upcoming studies. The performance and motivation of athletes, employees, or students may be related in a variety of ways, thus coaches, educators, or any other authoritative group may find value in the study's findings in the future.

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