
THE RELATIONSHIP BETWEEN COACHING LEADERSHIP STYLES AND ATHLETES' SATISFACTION AMONG KARISMA ATHLETES AT UITM PERLIS

Siti Hannariah Mansor*, Muhammad Rafiq Farhan Roslan, Nurul Farha Zainuddin, Norfaezah Mohd Rosli & Zulkifli Ismail

Faculty of Sports Science and Recreation, Universiti Teknologi MARA, Perlis Branch, Arau Campus, 02600 Arau, Perlis, Malaysia

Corresponding Author: sitihannariah@uitm.edu.my

Received: 01 April 2024; **Accepted:** 29 July 2024; **Published:** 10 September 2024

To cite this article (APA): Mansor, S. H., Roslan, M. R. F., Zainuddin, N. F., Mohd Rosli, N., & Ismail, Z. (2024). The Relationship between Coaching Leadership Styles and Athletes' Satisfaction among Karisma Athletes at Uitm Perlis. *Jurnal Sains Sukan & Pendidikan Jasmani*, 13(2), 43–52. <https://doi.org/10.37134/jsspj.vol13.2.4.2024>

To link to this article: <https://doi.org/10.37134/jsspj.vol13.2.4.2024>

ABSTRACT

Coaching is the term for team leadership in sports, and it is essential to achieving and maintaining high levels of athletic success and athlete satisfaction. The purpose of this study was to determine the athletes' preferences for their coaches' coaching leadership style as well as the athletes' satisfaction. The purpose of this study was to investigate the relationship between coaching leadership styles and athletes' satisfaction in the University Sport Carnival. 164 athletes involved in the university sport carnival known as KARISMA 2022 from UiTM Perlis were selected to participate in this study. The questionnaires entitled Leadership Scale for Sport (LSS) and Athlete Satisfaction Questionnaire (ASQ) have been used for this study. The Statistical Package of Social Science (SPSS) version 27 software was used to analyze the data that had been collected. Descriptive statistic was used to identify the leadership styles preferred by the KARISMA 2022 athletes from UiTM Perlis. Meanwhile, Pearson's Correlation Coefficient was used to analyse the relationship between coach leadership styles and athlete satisfaction among the KARISMA 2022 athletes of UiTM Perlis. Based on the result, the KARISMA 2022 athletes from UiTM Perlis preferred the "positive feedback" leadership style with the highest mean score ($M = 4.45$). The study findings showed a positive significant and moderate relationship between training and instruction ($r = 0.657$, $p < 0.01$), democratic behaviour ($r = 0.533$, $p < 0.01$), social support ($r = 0.548$, $p < 0.01$), and positive feedback ($r = 0.575$, $p < 0.01$) coach leadership style and athlete satisfaction among KARISMA 2022 athlete of UiTM Perlis. Meanwhile, the result showed a negative significant and low relationship between autocratic behaviour ($r = -.189$, $p > 0.015$) of leadership style and athlete satisfaction among KARISMA 2022 athletes from UiTM Perlis. The findings of this study provide a wealth of useful information that will be of use to coaches across Malaysia in raising awareness of the significance of coaching leadership style and athlete satisfaction. This study suggest that there are significant relationship between leadership style and athletes satisfaction especially at university sporting context.

Keywords: *athlete satisfaction, autocratic behavior, coach leadership style, positive feedback*

INTRODUCTION

"Leadership" is defined as "the process by which one person influences a group of individuals to reach a common goal" (Northouse, 2021). Furthermore, leadership is a group interaction between two or more people. This interaction usually involves organising and reorganising the situation as well as the members' expectations and perceptions. In addition, leadership entails acts, behaviour, or roles played; it is central to group process; and compliance with observed performance as well as perceived influence and power relations based on the aspects of leadership that one is interested in. Lord and Maher (Lord & Maher, 2002) submitted that effective leaders influence subordinates' decisions or policies in ways that change subordinates' tasks or behaviours and have an impact on organisational performance and achievement of goals.

Coaching is the term for team leadership in sports, and it is essential to achieving and maintaining high levels of athletic success and athlete satisfaction. Typically, a coach is in charge of making decisions that will affect the entire team, including personnel, strategy, and tactics (Loughead et al., 2006). Researchers have found that a key component in achieving optimal sports performance is the coaching or leadership styles of the coaches (Ipinmoroti, 2002; Ongalo & Tari, 2015). In particular, coaches are regarded as important players in all aspect of an athlete's career, from preparation to competition.

In sports psychology, athlete satisfaction is very important. According to its definition by Chelladurai and Riemer (1997), it is "a positive emotional state brought on by a detailed analysis of the structures, procedures, and outcomes of the sporting experience". Coaches help athletes achieve their full potential. Athletes must stay happy, satisfied and motivated during training and competitions to reach their full potential. Coaching is a key leadership skill that boosts team morale (Smith & Smoll, 1997). To motivate athletes to perform at their best, coaches employ a variety of strategies, and each athlete reacts differently to leadership from coaches. Great leaders can be easily identified but defining what makes them great is more difficult (Weinberg & Gould, 2023). Horn (1992) said that leadership behaviour should be measured by athlete outcomes as well as performance and satisfaction. Therefore, this study attempted to identify the relationship between coaches' leadership styles and athletes' satisfaction among KARISMA 2022 athletes at UiTM Perlis Branch in order to further expand the knowledge and findings in this area of research.

LITERATURE REVIEW

Leadership Behaviour in Sports

The behaviours of a leader can be classified into three categories: required, preferred, and perceived (Chelladurai & Riemer, 1997). Leaders are required to follow all social and cultural standards as well as the organization's rules, regulations, policies, and goals. The ideal leadership behavior should be displayed by coaches. Employee performance and satisfaction are affected by perceived leadership behaviour. Based on athletes' perceptions of coaches, the Multidimensional Model of Leadership (MML) interprets leadership behaviour. According to research conducted by Pilus and Saadan (2009), university hockey players favoured leadership styles that focused on training and instruction. The results showed that university hockey coaches' leadership styles and player satisfaction were moderately correlated. According to the Multidimensional Model of Leadership, leaders' actions affect group performance and member satisfaction. Due to the fact that a leader's behaviour includes required, preferred, and perceived behaviours, any one of them could affect performance or satisfaction.

Athlete Satisfaction

Coaches have various leadership styles. A coach's style may annoy players. If players don't like a coach, team cohesion may suffer and players may leave (McClain, 2005; Wilson, 2007). The coaching style may keep the team together. The coach must manage the team while keeping it together as its leader, educator, and team's centre. The coach's role is crucial to team success (Jacob, 2006; McClain, 2005). Few studies have examined athlete satisfaction separately from job satisfaction in the academic literature. Team integration most affected college hockey players' satisfaction (Pilus & Saadan, 2009). After evaluating athletic structures, processes, and outcomes, athletes are satisfied (Chelladurai & Riemer, 1997). The gap between an athlete's psychological, physical, and environmental wants and needs determines their satisfaction. Chelladurai and Riemer (1997) suggested that athlete satisfaction may be the best indicator of an athletic program's organisational effectiveness based on the following athletic characteristics.

MATERIALS AND METHOD

Respondents and Research Design

The study sample had been selected using a purposive sampling technique. Respondents for this study were athletes participated in University Sports Carnival known as KARISMA in year 2022. According to Sport Department of UiTM Perlis Branch, there are a total of 205 athletes from 14 different types of sports including team and individual sports who has represented UiTM Perlis Branch at KARISMA 2022, which has been held at Universiti Teknologi MARA, Shah Alam, Selangor. According to Krejcie and Morgan (1970), a suitable sample size for a population of 205 was 136 samples. To prevent an irreversible rate or decrease, 20% more of the sample have been added. The additional 20% of the sample equal to 27 athletes. As a result, the total sample size for this study would be 163 samples. However, in this study the researcher decided to even the total of this sample, so it became 164 samples in total. A questionnaire using an online platform was used to collect the data from the participants.

Instrumentation

The questionnaire consisted of three sections: section A related to demographic data, section B is to assess athletes preferred coaching leadership styles, and section C is to assess the athletes' satisfaction. There are some demographic data required for this study in section A such as gender, categories of sport, and level of education.

In section B, to assess athletes preferred coaching leadership styles, the Leadership Scale for Sport (LSS) by Chelladurai and Saleh (1980) was used. Leadership Scale for Sport is a 40 items questionnaire and has the following five subscales: 1) Training and Instruction (13 items), 2) Democratic Behaviour (9 items), 3) Autocratic Behaviour (5 items), 4) Social Support (8 items), and 5) Positive Feedback (5 items). The items were measured on a 5-point Likert Scale with a response options that ranged from 1 'never', 2 'seldom', 3 'occasionally', 4 'often', and 5 'always'.

Furthermore, in Section C, in order to assess athletes' satisfaction, Athlete Satisfaction Questionnaires (ASQ) which was developed by Chelladurai and Riemer (C1997) was used. The Athlete Satisfaction Questionnaire (ASQ) is a 56-items survey that looked at athletes' satisfaction from 15 different aspects. The 15 subscales comprised the following components: 1) individual performance, 2) team performance, 3) ability utilization, 4) strategy, 5) personal treatment, 6) training and instruction, 7) team task contribution, 8) team social contribution, 9) ethics, 10) team integration, 11) personal dedication, 12) budget, 13) medical personnel, 14) academic support services, and 15) external agents. The items were measured on a 7-point Likert Scale with a response options that ranged from 1 'not at all', 2 'not satisfied', 3 'somewhat not satisfied', 4 'moderately', 5 'somewhat satisfied', 6 'satisfied', and 7 'extremely satisfied'.

Data Collection

Approval to conduct this study was obtained from the Universiti Teknologi MARA (UiTM) Research Ethics Committee (Reference number: REC/377/2023). Next, the researcher obtained permission from the Deputy Rector of Student Affairs, UiTM Perlis Branch. In addition, the permission to collect the details of UiTM Perlis athletes was obtained from UiTM Perlis Sports Centre in order to get the updated details about the number of athletes who participated in KARISMA 2022 which has been held at Universiti Teknologi MARA, Shah Alam, Selangor. Prior to data collection, the consent form was distributed to the participants, and they were informed that their participation was voluntary and allowed to withdraw from this study at any time. Then, the Web link for accessing the Google Form questionnaire was distributed to the participants who had volunteered to participate in this study. A week was given to the participants to complete the questionnaire. Participants who finished should submit the questionnaires to the researcher once all the questions were completely answered.

Data Analysis

The collected data were analyzed using Statistical Package for the Social Sciences (SPSS) version 27 for Windows. The statistical analysis included descriptive statistics and Pearson's Correlation Coefficient. The descriptive analysis of the data was done using means, frequencies, percentages, and standard deviation of each item. For the purpose of correlation, the Pearson Correlation Coefficient was used to investigate the relationship between coaches' leadership styles and athletes' burnout. Statistical significance was set at $p < .05$. The findings revealed were either to reject or accept the null hypothesis.

RESULT

Demographic Characteristics of Respondents

The demographic data of respondents who took part in this study were shown in table 1, which revealed that male and female respondents shared a same total in frequency (82) and percentage (50%). A total of 43 (26.2%) respondents participated in this study are athletes from individual sports category and a total of 121 (73.8%) athletes are from team sports category. The findings of study in table 1 showed to the level of education of the respondents where 43.9% ($n = 72$) of the athletes are diploma students, 48.2% ($n = 79$) are degree students, and 7.9% ($n = 13$) are master students.

Table 1: Frequency and Percentage of Gender Groups (N = 164)

	Frequency	Percent (%)
Gender		
Male	82	50.0
Female	82	50.0
Categories of Sports		
Individual	43	26.2
Team	121	73.8
Education Level		
Diploma	72	43.9
Degree	79	48.2
Master	13	7.9

Leadership Styles of Coach That is Preferred by KARISMA 2022 Athletes in UiTM Perlis

Table 2 showed the descriptive statistic results of preferred coaches' leadership styles among UiTM Perlis Branch KARISMA 2022 Athletes. Positive feedback recorded the highest mean score ($M = 4.45$, $SD = .46$) followed by training and instruction ($M = 4.40$, $SD = .42$), democratic ($M = 4.21$, $SD = .48$), and social support ($M = 4.15$, $SD = .56$). Autocratic behavior was the least preferred with the lowest mean score ($M = 2.82$, $SD = 1.16$).

Table 2: Result of Coaching Leadership Style Preferred by KARISMA 2022 Athletes in UiTM Perlis

	Mean	Standard Deviation
Training and Instruction	4.40	.42
Democratic Behavior	4.21	.48
Autocratic Behavior	2.82	1.16
Social Support	4.15	.56
Positive Feedback	4.45	.47

Relationship Between Coaches' Leadership Styles and Athletes' Satisfaction Among KARISMA 2022 Athletes at UiTM Perlis.

The results presented in table 3 showed a positive significant relationship between training and instruction $r(164) = .657$ $p = .001$, democratic behavior $r(164) = .533$ $p = .001$, social support $r(164) = .548$ $p = .015$, positive feedback $r(164) = .575$ $p = .015$ and athletes' satisfaction. Moreover, results in table 3 showed that there was negative significant relationship between autocratic behavior and athletes' satisfaction $r(164) = -.189$ $p = .015$. Overall, the results in table 3 indicated that the relationship between coaches' leadership styles and athletes' satisfaction was significant $r(164) = .462$ $p = 0.15$.

Table 3: Correlation between Coaches' Leadership Styles and Athletes' Satisfaction

		Athletes' Satisfaction
Training and Instruction	Pearson Correlation	.657
	Sig. (2-tailed)	.001
Democratic Behaviour	Pearson Correlation	.533
	Sig. (2-tailed)	.001
Autocratic Behaviour	Pearson Correlation	-.189
	Sig. (2-tailed)	.015
Social Support	Pearson Correlation	.548
	Sig. (2-tailed)	.015
Positive Feedback	Pearson Correlation	.575
	Sig. (2-tailed)	.015
Coaches' Leadership Styles (Overall)	Pearson Correlation	.462
	Sig. (2-tailed)	.015

* Correlation is significant at the 0.05 level (2-tailed)

DISCUSSION

Preferred Coaches' Leadership Styles among KARISMA 2022 Athletes at UiTM Perlis Branch

According to the results, positive feedback from a coach was the most preferred leadership style among KARISMA 2022 athletes, with the highest mean score ($M = 4.45$, $SD = 0.47$) compared to the other leadership styles. This current finding is consistent with previous studies that showed positive feedback was most preferred or top choice of coaching behavior among Australian basketball, netball, and football players followed by training and instruction, democratic behavior, social support, and autocratic behavior (Sherman et al., 2000). Positive feedback is one of the best way to encourages continued improvement among the athletes. Besides that, when the coaches giving a positive feedback it shows that the coaches acknowledges individuals' efforts, achievements and strengths. In a nutshell, researcher assumes that by applying a positive feedback style of coaching can lead to higher level of success and satisfaction for both individual and team. This finding is consistent with research from Ramzaninezhad and Keshtan (2009) and Belleza (Belleza, 2021), which found that positive feedback is one of the elements that determines athlete satisfaction. Athlete at UiTM Perlis Branch prefer their coach to imply the positive feedback leadership style rather than other leadership styles.

In this study findings indicated that the least preferred leadership style was autocratic styles ($M = 2.82$, $SD = 1.16$). This finding is in line with previous studies that showed autocratic behaviour was the least preferred coach leadership style (Mashuri et al., 2022; Rasyid et al., 2020). The researcher can assume that the majority of the UiTM Perlis athletes in this study did not prefer their coaches to exhibit a lack of empathy and make independent decision-making based on their power and authority. One study by Chang and colleagues (2019) stated that an autocratic leadership style would create a negative environment which subsequently leads athletes to feel the tension and develop a negative attitude toward the coaches. When coaches applying this autocratic leadership style it tends to make decision without input from athletes, manager and other stakeholders that will lead to lack of participation among team members. This can result in decreased morale and motivation among team members who feel excluded from the decision making process. Therefore, it is recommended for coaches at UiTM Perlis Branch to highlight or applying positive feedback leadership style in coaching their athletes. By doing so, coaches can create a supportive environment that can enhance athletes' motivation as well as their performance.

Relationship Between Coaches' Leadership Styles and Athletes' Satisfaction Among KARISMA 2022 Athletes at UiTM Perlis Branch

Based on the findings, there is significant relationship between the coaches training and instruction leadership style and athlete satisfaction. According to the findings of the Pearson correlation, it showed a positive significant and moderate relationship between training and instruction leadership style and athlete satisfaction among KARISMA 2022 athletes in UiTM Perlis ($r = 0.657$, $p < 0.01$). The result indicated that when the level of training and instruction coaching leadership styles increased, the level of athletes' satisfaction also increases. The findings were consistent with the studies carried out by Sherman et al. (2000) and Ramzaninezhad and Keshtan (2009), which revealed that athlete satisfaction was primarily linked with positive feedback, training and instruction, and social support. Therefore, the application of the training and instruction style by the coaches can result in the satisfaction of the athletes, which in turn can lead to an improvement in the performance of the athletes.

Next, the finding found a positive significant and moderate relationship between democratic behavior leadership style and athlete satisfaction among KARISMA 2022 athletes in UiTM Perlis ($r = 0.533$, $p < 0.01$). It showed that when the level of the democratic leadership style of the coach goes up, the level of athlete' satisfaction also increases. Peng (1997), along with Pilus and Saadan (2009), observed a notable correlation between coaching leadership styles, specifically democratic behavior and positive feedback, and athletes' satisfaction. These findings partially corroborated the outcomes of

the present study. As a result, the utilization of a democratic strategy by the coaches might result in the satisfaction of the players through participation in the process of decision-making.

The result of the Pearson correlation indicated that there is a negative significant and low relationship between autocratic leadership style and athlete satisfaction among KARISMA 2022 athletes in UiTM Perlis ($r = -.189$, $p > 0.015$). Therefore, the null hypothesis three not be able to be rejected. This means that, when the level of the autocratic leadership style goes up, the level of the athlete' satisfaction will be decreases. Athlete in UiTM Perlis do not satisfy with their coach if the coach tends to use the autocratic leadership style when coaching. Positive results were seen when coaches demonstrated more democratic and social support behaviors and less autocratic ones. A study conducted by Alfremanet et al. (2005), it was demonstrated that coaches prioritized training and instruction to a greater extent while simultaneously displaying reduced inclination towards autocratic behavior. As a result, the coaches' employment of an autocratic leadership style achieves a low degree of satisfaction. This is because the coaches make decisions on their own authority.

There is a positives significant and moderate relationship between social support leadership style and athlete satisfaction among KARISMA 2022 athletes at UiTM Perlis ($r = 0.548$, $p < 0.01$). It means that when the level of the social support leadership style of the coach goes up, the level of athlete' satisfaction also increases. The findings of this study were similar to those of Pilus and Saadan (2009), who discovered that the level of leadership coaching style has a direct correlation to the athletes' level of satisfaction. In their study, Asiah and Rosli discovered that when the quality of leadership coaching style increased, so did athletes' satisfaction among the hockey players. Schliesman (1987) discovered that perceived democratic behavior and social support were positively connected with overall leadership satisfaction among collegiate track and field athletes. According to Chelladurai and Reimer (1997), there will be a smaller gap between the performance of the athletes and their level of satisfaction if the behaviors of the coach are more in line with the behaviors favored by the athletes. As a result, the use of the social support coaching style by the coaches can result in the satisfaction of the athletes by producing an atmosphere that is filled with enjoyment for the athletes.

Based on the result of Pearson correlation, the study found a positive significant and moderate relationship between positive feedback leadership style and athlete satisfaction among KARISMA 2022 athletes in UiTM Perlis ($r = 0.575$, $p < 0.01$). This means that when the level of the positive feedback leadership style of the coach goes up, the level of athlete' satisfaction also increases. Athlete will be more satisfy when their coach gives more positive feedback when coaching themselves. When athlete have high level of satisfaction, it can enhance the performance of the athlete to winning and be a successful athlete. Jacob (2006) stated that a winning record is linked to having a successful coaching style. This is consistent with the findings of Kim and Cruz (2016), who found that the relationship between the coach and the athlete was a significant component in the success of the team as well as the satisfaction of the athletes. Because of this, the utilization of the positive feedback style by the coaches can result in the satisfaction of the players by providing feedback to the athletes in an effort to improve the overall performance of the team.

CONCLUSION

The overall dimension of leadership style, the highest mean score was the positive feedback ($M = 4.45$, $SD = 0.47$) and the lowest mean score was the autocratic behavior ($M = 2.82$, $SD = 1.16$). Based on the findings of the research, the result indicated a significant relationship between coach leadership styles and athlete satisfaction among KARISMA 2022 athletes at UiTM Perlis. In conclusion, the findings of this research indicates that KARISMA 2022 athletes at UiTM Perlis preferred the positive feedback leadership style from their coaches. This study also implies that coaches should offer coaching that includes training and instruction, positive feedback, social support, and a democratic leadership style. These approaches are recommended to elevate the levels of athlete satisfaction. The coach's leadership style will affect whether or not all of the athletes are satisfied. Because of that, the coach must be aware of which style to employ in order to ensure the satisfaction of all athletes. It is possible to say that the leadership styles of coaches are the most important things to consider in order to achieve success in the

sporting arena. To summarize, not having an appropriate leadership style would result in inadequate levels of motivation and ability utilization, particularly with regard to athletes' levels of satisfaction. Therefore, being familiar with this style is helpful for managing athlete performance and satisfaction, as well as for having a thorough understanding of what athletes want and desire while they are competing and practicing.

REFERENCES

- Alfermann, D., Lee, M. J., & Wuerth, S. (2005). Perceived leadership behaviour and motivational climate as antecedents of adolescent athletes skill development. *The Online Journal of Sport Psychology*, 7(2), 14–36. <https://api.semanticscholar.org/CorpusID:35236869>
- Belleza, S. (2021). Coaching behavior as predictor of athlete satisfaction. *International Journal of Research Studies in Education*, 10(15), 65–83. <https://doi.org/10.5861/ijrse.2021.a111>
- Chang, C.-M., Huang, H.-C., Huang, F.-M., & Hsieh, H.-H. (2019). A Multilevel Analysis of Coaches' Paternalistic Leadership on Burnout in Taiwanese Athletes. *Perceptual and Motor Skills*, 126(2), 286–304. <https://doi.org/10.1177/0031512518819937>
- Chelladurai, P., & Riemer, H. A. (1997). A classification of facets of athlete satisfaction. *Journal of Sport Management*, 11(2), 133–159.
- Chelladurai, P., & Saleh, S. D. (1980). Dimensions of leader behavior in sports: Development of a leadership scale. *Journal of Sport and Exercise Psychology*, 2(1), 34–45.
- Horn, T. S. (1992). Leadership effectiveness in the sport domain. In *Advances in sport psychology*. (pp. 181–199). Human Kinetics Publishers.
- Ipinmoroti, O. A. (2002). Type of sport and gender as predictors of coach leadership behaviour patterns in Southwestern Nigeria. *Journal of the International Council for Health Physical Education, Recreation Sport and Dance*, 38, 31–35.
- Jacob, R. L. (2006). *The relationship between perceived coaching behaviors and win-loss success in National Collegiate Athletic Association (NCAA) Division I men and women's basketball coaches*. State University of New York.
- Kim, H.-D., & Cruz, A. B. (2016). The influence of coaches' leadership styles on athletes' satisfaction and team cohesion: A meta-analytic approach. *International Journal of Sports Science & Coaching*, 11(6), 900–909. <https://doi.org/10.1177/1747954116676117>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.
- Lord, R. G., & Maher, K. J. (2002). *Leadership and information processing: Linking perceptions and performance*. Routledge.
- Loughead, T. M., Hardy, J., & Eys, M. A. (2006). The nature of athlete leadership. *Journal of Sport Behavior*, 29(2), 142–158.
- Mashuri, S. N., Mokhtar, U. K. M., Rahman, M. W. A., & Bakri, N. H. S. (2022). Relationship between Coach Leadership Styles and Athletes' Satisfaction at UITM Seremban. *International Journal of Academic Research in Business and Social Sciences*, 12(7), 1237–1245. <https://doi.org/10.6007/IJARBS/v12-i7/13905>
- McClain, N. M. (2005). *Unique aspects of team cohesion with female athletes*. Alliant international university, San Francisco Bay.
- Northouse, P. G. (2021). *Leadership: Theory and practice*. Sage publications.
- Ongalo, E. A., & Tari, J. (2015). Effect of employee motivation strategies on organizational performance: A Case of Electricity Generating and Distribution Firms in Kenya. *European Journal of Business and Management*, 7(1), 55–65.
- Peng, H. (1997). *Comparison of preferred coaching leadership behaviors of basketball player sat the NCAA Division III level*. University of Wisconsin-La Crosse.
- Pilus, A. H. M., & Saadan, R. (2009). Coaching leadership styles and athlete satisfactions among hockey team. *Journal of Human Capital Development*, 2(1), 77–87.

- Ramzaninezhad, R., & Keshtan, M. H. (2009). The relationship between coach's leadership styles and team cohesion in Iran football clubs professional league. *Brazilian Journal of Biomotricity*, 3(2), 111–120.
- Rasyid, N. M., Aziz, S. A., & Tengah, R. Y. (2020). Goal orientation and preferred coaching styles of Malaysian Sport School's athletes. *European Journal of Molecular & Clinical Medicine*, 7(2), 3938–3951.
- Schliesman, E. S. (1987). Relationship between the congruence of preferred and actual leader behavior and subordinate satisfaction with leadership. *Journal of Sport Behavior*, 10(3), 157.
- Sherman, C. A., Fuller, R., & Speed, H. D. (2000). Gender comparisons of preferred coaching behaviors in Australian sports. *Journal of Sport Behavior*, 23(4), 389.
- Smith, R. E., & Smoll, F. L. (1997). Coaching the coaches: Youth sports as a scientific and applied behavioral setting. *Current Directions in Psychological Science*, 6(1), 16–21.
- Weinberg, R. S., & Gould, D. (2023). *Foundations of sport and exercise psychology*. Human kinetics.
- Wilson, M. (2007). Relation of present-day magmatism to global tectonic processes. In *Igneous Petrogenesis* (pp. 3–12). Springer Netherlands. https://doi.org/10.1007/978-94-010-9388-0_1