

Mediating Effect of Coaching Style Behavior on the Relationship Between Sports Motivation and Performance of Student-Athletes

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Abstract

Student-athletes' sports performance is declining. The mediating effect of coaching style behavior on the relationship between sports motivation and sports performance was examined. Using predictive design, data from 100 student-athletes, selected through stratified sampling, were analyzed via mediation analysis. Results showed that coaching style behavior moderately and partially mediates the correlation between the predictor and criterion, supporting Inverted U theory. The future studies may explore mediating variables to account the remaining 0.695 of the variants in the mediation and utilize qualitative approaches. School leaders may implement trainings in coaching styles for maximizing student-athlete performance.

Keywords: Mediating effect, coaching style behavior, sports motivation, performance of student-athletes

Introduction

Decreased sports performance has become a major concern among athletes, coaches, and educational institutions as several psychological, physical, and environmental factors contribute to performance decline. (International Olympic Committee, 2021). Moreover, many athletes begin to break down when they reach a higher level of competition because, at higher levels, great physical skills are commonplace, so what separates one athlete from another is how they handle the challenges of their performance. (MTI, 2021)

A 2023 study conducted in Lynchburg, Virginia, found that student-athletes decreased their athletic performance in extreme environments (Siegel & Laursen, 2022). In a 2023 study at Liberty University, it was found that student-athletes' performance decreased by as much as 9% when sleep deprivation impaired performance by 9% (Oliver et al., 2009). Also, in the USA, about 21% of male student-athletes and 28% of female student-athletes reported decreased performance under extreme stress (Egan, 2021).

In the Philippines, Tuliao and Carag (2021) stated that, over the years, the country has shown weak sports performance and has performed poorly at international competitions (e.g., Southeast Asian Games (SEAG), Asian Games, and Olympic Games). Based on the aforementioned problems, athletes' sports performance is low due to various factors.

Marcone (2023) explained that an autonomy-supportive coaching style or behavior meets athletes' needs and leads to greater overall improvement and performance. There is limited research on how coaching styles, behaviors, and motivation affect sports performance, particularly among student-athletes. Thus, there is an urgent need to explore this problem. Hence, this research was pursued.

Significance of the Study

This study is significant for stakeholders in educational institutions by identifying key coaching style behaviors that mediate the relationship between sports motivation and sports performance among student-athletes. Anchored in Sustainable Development Goals 3 (Good Health and Well-Being) and 4 (Quality Education), it provides athletes with educational opportunities that enhance their knowledge and skills, promoting both athletic and personal development. Programs that integrate education and sports may foster a more well-rounded athlete. Its emphasis on fostering supportive, inclusive, and humane spaces aligns with the Holy Cross of Davao College Vision–Mission–Goals, particularly the institution's commitment to cultivating high-quality Catholic education, nurturing a culture of excellence and compassion, and forming individuals to become agents of social transformation and builders of a more humane world.

Statement of the Problem

This study aimed to determine the mediating effect of coaching style behavior on the relationship between sports motivation and sports performance among student-athletes. Specifically, the following objectives were pursued:

1. To determine the levels of coaching style behaviors in terms of physical training and planning, technical skills, mental preparation, and competition; sports motivation in terms of intrinsic motivation, extrinsic motivation, and amotivation; and sports performance in terms of athlete development, mastery and development, strategy and preparedness, recovery and injury prevention, and psychological of student-athletes.
2. To determine the significant correlation between sports motivation, coaching style behavior, and sports performance.
3. To determine the significance of the direct effect of sports motivation on sports performance controlling for coaching style behavior.
4. To determine the significance of the indirect effect of sports motivation on sports performance through coaching style behavior.
5. To determine the significance of the total effect of sports motivation on sports performance.

Hypotheses:

- H01: Sports motivation and coaching style behavior do not significantly correlate with sports performance.
- H02: The direct effect of sports motivation on sports performance, controlling for coaching style behavior, is not significant.
- H03: The indirect effect of sports motivation on sports performance through coaching style behavior is not significant.
- H04: The total effect of sports motivation on sports performance is not significant.

Theoretical/Conceptual Framework

This study is anchored in the Inverted U Theory, developed by Yerkes and Dodson in 1908. Performance improves as motivation or arousal increases, but only up to an optimal level.

In this study, sports performance is treated as the dependent variable, while sports motivation is the independent variable. Additionally, coaching style behavior is introduced as a mediating variable between sports motivation and performance to determine whether it influences changes in student-athletes' sporting performance.

Sports motivation represents the internal psychological drive of athletes, while sports performance reflects the observable outcome of athletic execution. The theory holds that motivation alone does not guarantee optimal performance, as athletes may experience under-arousal (low effort) or over-arousal. Optimal performance occurs when motivation is balanced. Through instructional guidance, feedback, emotional support, and a structured training program, coaches help athletes maintain motivation within the optimal zone proposed by the Inverted-U Theory. Effective coaching behaviors can prevent insufficient motivation while also minimizing excessive pressure that may impair performance.

Coaching style behavior becomes essential within this theoretical framework because coaches serve as external regulators of athletes' motivational and emotional states. The conceptual framework is illustrated in Figure 1.

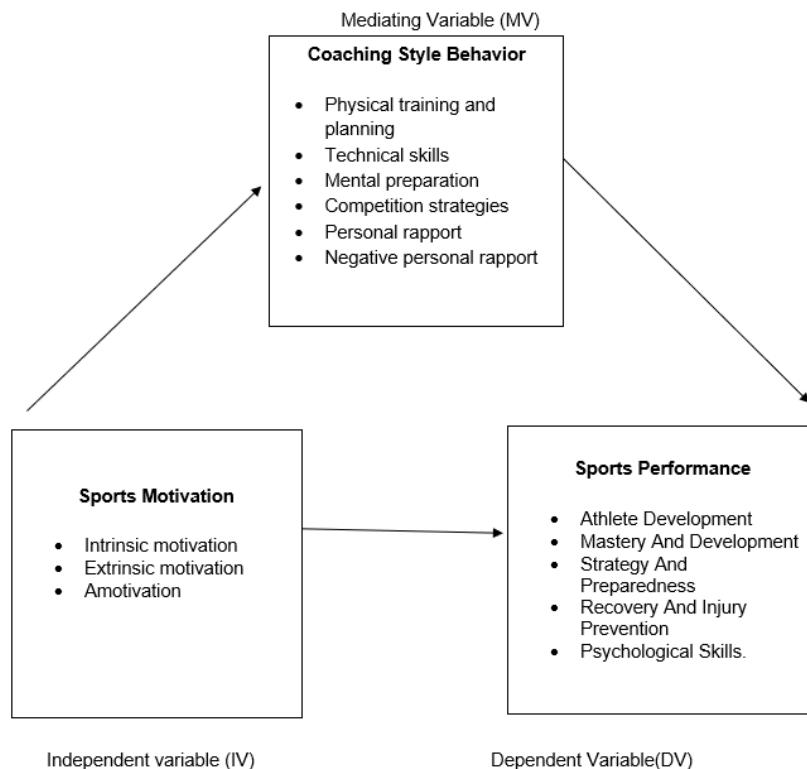


Figure 1. Conceptual Framework of the Study

Methodology

In this section, the steps and methods used in this study are presented. These include the research design, the study locale, the sample and sampling technique, the data-gathering technique, the data-analysis technique, and the ethical consideration.

Research Design

This study employed a predictive research design. It focuses on forecasting future outcomes by analyzing patterns in existing or historical data, complementing traditional research that explains past events and using statistical models to generate predictions (Sghir et al., 2022). It is suitable for this study because it enables researchers to anticipate trends, support evidence-based decision-making, and implement early interventions, particularly in education and the social sciences (Khalil & Ebner, 2023). Its advantages include revealing hidden patterns in large datasets, providing forward-looking insights, enhancing strategic planning, and improving decision accuracy by emphasizing prediction over description.

Locale of the Study

The research locale of this study is the student-athletes of various public schools in Cluster 2, located in Davao City, Region XI, Philippines. The researcher conducted a study within the Junior High School department, covering Grades 7-10 student-athletes. The setting was appropriate for the study, as it featured established athletes who had competed in various meets at both lower and higher levels.

Sample and Sampling technique

The respondents in the study were 100 student-athletes enrolled in selected public schools in Cluster 2, Davao City, during the School Year 2025–2026. Fritz Mackinnon (2007) stated that 100 respondents are sufficient for testing mediation effects, particularly in simple mediation models using bootstrapping procedures. The sample size was determined using Raosoft's sample size computation at the 95% confidence level, based on an estimated population of approximately 150 student-athletes in the cluster. Cluster 2 comprised 8 public secondary schools. A stratified sampling method was utilized to ensure proportional representation of student-athletes from the selected schools. This approach allowed the researcher to group the population into strata (schools) and randomly select participants from each group, thereby improving the representativeness of the sample (Adeoye, 2023).

To qualify for inclusion, respondents must be officially enrolled junior high school students aged 13 to 17 years old and recognized as active athletes who participated in competitive sports events, from cluster meets up to the upcoming Palarong Pambansa, as verified by their respective school sports coordinators. This sampling procedure minimized selection bias and ensured that the data collected accurately reflect the sports motivation, coaching style, behavior, and sports performance of junior high school athletes in Cluster 2, Davao City.

Data Gathering Technique

The study used a survey to collect data. This technique is a systematic method for collecting information from a sample using structured questionnaires to describe the characteristics, opinions, or behaviors of a larger population. It is applied in research to efficiently assess, test, or generalize findings within a defined group (Sheik et al., 2024). This offers advantages such as reaching large and diverse populations, producing quantifiable data for pattern analysis, enabling generalization, allowing faster data collection, and supporting replicability through standardized procedures (Oranga & Matere, 2025).

Specifically, this study utilized three adapted and modified survey questionnaires: the Coaching Style Behavior Scales for Sports, developed by Baker et al. (2003). The Sport Performance Perceptions Scale (SPPS) was developed by Adam et al. (2023), and the Sports Motivation Scale Questionnaire by Pelletier et al. (1995).

The first instrument, the Sports Motivation Scale Questionnaire by Pelletier et al. (1995), consists of 15 items assessing intrinsic, extrinsic, and aal amotivation. The instrument yielded a Cronbach's alpha of 0.679 during pilot testing, indicating acceptable internal consistency, although further refinement of the items may improve reliability.

The second instrument, the Coaching Behavior Scales for Sports, developed by Baker et al. (2003), consists of 30 items assessing physical training and planning technical skills, mental preparation, competition strategies, personal rapport, and negative personal rapport. The instrument obtained a Cronbach's alpha of 0.876 during pilot testing, indicating high internal consistency and suggesting that the items are highly reliable.

The third sports Sport Performance Perceptions Scale (SPPS) developed by Adam et al. (2023) consists of 25 items assessing athlete development, mastery, strategy and preparedness, recovery and injury prevention, and psychological skills. The instrument yielded a Cronbach's alpha of 0.926 during pilot testing, indicating excellent internal consistency and suggesting that the items are highly reliable.

The quality and validity of the instruments were ensured through expert validation by Physical Education and research specialists. A pilot test was then conducted with fifteen (15) student-athletes who were not part of the actual respondents to assess the clarity and usability of the items. The responses from the pilot testing were analyzed, and the combined questionnaire obtained a Cronbach's alpha coefficient of 0.848, indicating good internal consistency and reliability across all measured variables. Furthermore, all instruments used a Likert-type scale with specific indicators designed to describe respondents' current conditions.

Data Analysis Technique

Three data analysis techniques were used in this study. These are descriptive analysis techniques, correlation, and mediation analyses.

A descriptive analysis technique was used to summarize, present, and describe data in a clear and organized way, using basic statistical tools such as the mean and standard deviation (Wolniak, 2023; Deckert & Wilson, 2023; Blbas, 2024). Moreover, the correlation analysis of predictive and criterion variables refers to the statistical relationship between a predictor (independent variable) and an outcome (criterion variable), assessed using Pearson's r (McLeod, 2024). Lastly, the mediation analysis statistical method was used to understand how or why one variable affects another. Also, mediation shows where change should occur, as assessed by the unstandardized Beta Coefficient. (Xu & Kang, 2023).

The following section presents the matrix containing the scale, descriptive level, and corresponding interpretation assigned to each variable:

<i>Scale</i>	<i>Level</i>	<i>Sports Motivation</i>	<i>Coaching Style behavior</i>	<i>Performance</i>
1.00 – 1.74	Very low	Very weak	Very poor	Very poor
1.75 – 2.49	Low	Weak	Poor	Poor
2.50 – 3.24	High	Strong	Good	Good
3.25 – 4.00	Very high	Very Strong	Very good	Very good

For the interpretation of standard deviation, the following percentage standard by Field, A. (2018), was followed:

<i>Range</i>	<i>Description</i>	<i>Interpretation</i>
$SD \leq 0.50$	Highly Consistent Responses	Strong and uniform perception
$SD = 0.51 - 1.00$	Moderately Consistent Responses	Acceptable consistency
$SD = 1.01 - 1.50$	Low Consistency Responses	Differing views or experiences
$SD > 1.50$	Very Low Consistency Responses	High variability and lack of consensus

For the interpretation scale of R-value, the following scheme, as proposed by Guilford (1956), was used:

Computed r	Descriptive Interpretation
+/- 1.00	Perfect Correlation
Between +/- 0.75 - +/- 0.99	High Correlation
Between +/- 0.51 - +/- 0.74	Moderately High Correlation
Between +/- 0.31 - +/- 0.50	Moderately Low Correlation
Between +/- 0.01 - +/- 0.30	Low Correlation
0.00	No Correlation

The standard measure for the interpretation of the strength of the mediation is as follows:

<i>Proportion Mediated</i>	<i>Interpretation</i>
< 0.20	Weak Mediation
0.20 – 0.50	Moderate Mediation
> 0.50	Strong Mediation

Ethical Consideration

The researcher implemented a comprehensive data-gathering procedure grounded in strict ethical standards to safeguard the study's integrity. All ethical protocols for research involving student-athletes were diligently observed. Prior to data collection, the researcher secured the required approvals from the thesis adviser, the Graduate School, and HCDC-SMILE, ensuring full compliance with institutional, legal, and ethical guidelines. Formal authorization from the Department of Education and the respective school principals was likewise obtained. Before administering the instruments, the researcher distributed consent and assent forms and clearly informed parents or guardians of the study's purpose, thereby ensuring parental consent, voluntary student participation, confidentiality, and the respondents' right to withdraw at any time. During the actual administration of the research instruments, the researcher thoroughly explained the purpose, procedures, and expectations to the student-athletes to ensure informed and ethical participation.

Results

This chapter presents the results of the descriptive, correlation, and mediation analyses. The summary of findings was also presented.

Descriptive Analysis

Table 1 is a descriptive table. It included the study's variables: sports motivation, coaching style, behavior, and performance. It also includes the number of respondents, means, standard deviations, and the corresponding descriptive level.

Table 1. Descriptive Table (N=100)

Variables	SD	Mean	Descriptive level
Sports Motivation	0.19	2.87	High
Intrinsic Motivation	0.29	3.36	<i>High</i>
External Motivation	0.33	3.33	<i>High</i>
Amotivation	0.23	1.91	<i>Low</i>
Coaching Style Behavior	0.15	3.04	High
Physical Training and Planning	0.26	3.14	<i>High</i>
Technical Skills	0.35	3.52	<i>Very High</i>
Mental Preparation	0.38	3.30	<i>Very High</i>
Competition Strategies	0.27	3.65	<i>Very High</i>
Personal Rapport	0.22	3.63	<i>Very high</i>
Negative Personal Rapport	0.39	1.60	<i>Very Low</i>
Performance	0.19	3.33	Very High
Athlete Development	0.25	3.21	<i>High</i>
Mastery and Development	0.31	3.36	<i>Very High</i>
Strategy and Preparedness	0.27	3.12	<i>High</i>
Recovery and Injury Prevention	0.29	3.31	<i>Very High</i>
Psychological Skills	0.27	3.65	<i>Very High</i>

Specifically, the table shows that the sports motivation variable had a mean of 2.87, indicating a high level of motivation. It indicates that respondents' sports motivation is strong. Two indicators were high, while one indicator was low. The corresponding standard deviation of 0.19 is described as highly consistent. Furthermore, the coaching style behavior variable had a mean of 3.04, indicating that respondents' coaching style behavior is high. One indicator was high, four were very high, and one was very low. The corresponding standard deviation of 0.15, which is considered highly consistent, indicates strong, uniform responses. Finally, the sports performance variable had a mean of 3.33, indicating that the student-athletes' performance is very good. Three indicators were very high, and two indicators were high. The corresponding standard deviation of 0.19, which is considered highly consistent, indicates strong and uniform perception among the respondents.

High sports motivation and observable coaching style behaviors may contribute to the very high level of sports performance among student-athletes. The consistency of responses across variables highlights a positive sports environment where motivation and coaching practices align to support athlete performance outcomes.

Correlation Analysis

Table 2 presents the correlation table. It specifically contains the determinants and criterion variables. Also, the *r* - value, the *p*-value, the decision on hypotheses, and the corresponding interpretation.

Table 2. Correlation Table

Variables	Sports Performance			
	Pearson R-value	p-value	Decision on H_{01}	Interpretation
Sports Motivation	0.317	0.001	Rejected	Significant with a moderate low positive correlation
Coaching Style behavior	0.395	0.001	Rejected	Significant with a moderate low positive correlation

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

Specifically, the table shows that the correlation between sports motivation and sports performance obtained a p-value of 0.001, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected. The R-value of 0.317 is significant, indicating a moderate, low-positive correlation: as the level of sports motivation increases, sports performance tends to improve. Similarly, coaching style, behavior, and performance yielded a p-value of 0.001, which is also lower than the 0.05 level of significance; hence, the null hypothesis was rejected. The R-value of 0.395 demonstrates a significant, moderate, and low positive correlation, suggesting that better coaching practices are associated with higher levels of sports performance.

Both sports motivation and coaching style behavior have significant direct effects on sports performance, indicating that higher motivation and more effective coaching behaviors contribute to better athletic outcomes.

Table 3. Mediation Analysis

Table 3 presents the statistical analysis showing the mediating effect of coaching style behavior on the relationship between sports motivation and sports performance.

Table 3. Mediation Table (N=100)

Label	Path/Effect	Estimate (B)	SE	Z	P	Decision	Interpretation
A	Sports Motivation → Coaching Style Behavior	1.549	0.505	3.069	0.002	Reject H_0	Significant
B	Coaching Style Behavior → Sports Performance	0.330	0.094	3.528	0.001	Reject H_0	Significant
c'	Sports Motivation → Sports Performance (direct effect)	1.162	0.494	2.352	0.019	Reject H_0	Significant
a x b	Indirect Effect (Mediation)	0.511	0.221	2.316	0.021	Reject H_0	Significant
c (total effect)	Sports Motivation → Sports Performance (Total)	1.673	0.501	3.342	0.001	Reject H_0	Significant

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

Mediated proportion: indirect effect/ total effect= 0.305

The table specifically shows that the direct effect of sports motivation on sports performance, controlling for coaching style behavior, yielded an estimated Beta of 1.162. The corresponding p-value is 0.019, which is less than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicates that the direct effect of sports motivation on sports performance, when coaching style behavior is controlled, is significant. Likewise, the indirect effect of sports motivation on sports performance via coaching style behavior was estimated at 0.511. The corresponding p-value is 0.21, which is lower than the 0.05 level of significance; thus, the null hypothesis was rejected. This indicates that sports motivation and sports performance are significantly influenced by coaching style. Lastly, the total effect of sports motivation on sports performance resulted in an estimated Beta of 1.673. The corresponding p-value is 0.001, which is less than 0.05 degrees of confidence; hence, the null hypothesis is rejected. This indicates that the total effect of sports motivation on sports performance is significant. Lastly, the mediated proportion is 0.305, indicating a moderate mediation.

The results show that the determinant variable has a significant direct effect and an indirect effect on the criterion variable through the mediating variable, yielding a significant total effect. Based on these findings, the mediation is interpreted as a moderate partial mediation, as both the direct and indirect pathways are significant, indicating that the mediating variable partially explains the relationship between the determinant and criterion variables.

Summary of Findings

Based on statistical results, it was found that:

1. Sports motivation and coaching style behavior significantly correlate with the sports performance of student-athletes.
2. The direct effect of sports motivation on sports performance, controlling for coaching style behavior, is significant.
3. The indirect effect of sports motivation on sports performance through coaching style behavior is significant.
4. The total effect of sports motivation on performance is significant.

Discussions

This chapter presents the discussions of the results of the study. Specifically, it includes reviews of previous findings that are either supported or refuted by the results of this study.

Sports Motivation and Sports Performance Correlation

The study asserts that sports motivation has a significant positive correlation with sports performance. This supports the study by Alkasasbeh and Akroush (2025), who reported that motivation plays an essential role in enhancing athletic outcomes. Likewise, the current finding affirms Adolfo (2025), who reported that both intrinsic and extrinsic motivation significantly correlate with athletes' engagement, persistence, and overall Performance, supporting the idea that higher motivation is associated with better performance outcomes.

However, the present finding contradicts Gould's claim that even highly motivated athletes may still

exhibit poor sports performance when training structure, coaching behavior, or technical competence is inadequate. This suggests that, unlike the current results, motivation alone may not always translate into improved Performance without the support of effective coaching and well-structured training.

Coaching Style, Behavior, and Performance Correlation

This research notes that coaching style behavior has a significant positive correlation with sports performance. The current study affirms the idea of Liu et al. (2025), asserting that positive coaching leadership behaviors, such as guidance, feedback, and social support, directly contribute to the development of athletes' Performance. In addition, the study supports Yang et al. (2024), who emphasized that coaching quality and effective leadership behaviors are significantly associated with improved sports performance, highlighting the importance of coaching as a key factor in athlete success. However, the current finding opposed the claim of Jowett and Shanmugam (2022), stating that effective coaching behaviors do not automatically translate into improved sports performance when athlete competence, training structure, or competitive experience are insufficient.

Sports motivation and Performance as mediated by Coaching Style Behavior

The mediation result in this study highlights that coaching style behavior significantly mediates the relationship between sports motivation and sports performance. This finding affirms the report by Longakit et al. (2024), which recommends that motivation not only influences Performance on its own but also operates through coaching-related processes. Likewise, the current study aligns with Liu et al.'s findings, which suggest that motivation influences athlete engagement and performance outcomes through mediating variables, such as the coach-athlete relationship.

This supports the idea that coaching style behavior serves as an important mechanism that translates athletes' psychological readiness into improved sports performance, highlighting the role of indirect pathways in enhancing athletic outcomes.

Furthermore, the findings validate the study of Yang et al. (2024), which indicates that coaching style behavior partially mediates the effect of sports motivation on sports performance. This suggests that while motivation directly influences Performance, coaching behavior enhances and strengthens its overall effect. It also implies that coaching quality is a significant predictor of sports performance and serves as a pathway through which other factors exert their influence.

On the other hand, this finding contrasts with the study of Li et al. (2022), which reports that although coaching behaviors affect motivation and performance outcomes, motivation itself functions as the primary mechanism, rather than coaching style acting as a mediating variable.

The mediation result further supports the theoretical framework utilized in this study. Coaching style behavior plays a crucial role in regulating athletes' motivation and arousal levels, consistent with the Yerkes-Dodson inverted-U model (1908). This suggests that effective coaching helps maintain athletes within an optimal level of arousal necessary for peak performance, thereby explaining its mediating effect between motivation and Performance, as also supported by Ntoumanis et al. (2021).

Conclusion

Based on the findings, it was concluded that coaching style behavior moderately (0.305) and partially mediates the correlation between sports motivation and sports performance. This conclusion is consistent with the Inverted-U Theory, which states that optimal Performance occurs at moderate levels of motivation or arousal, and that coaching plays a crucial role in regulating athletes' motivational levels to achieve peak performance.

Recommendation

Based on the conclusion, the following are recommended:

1. Future studies may explore additional mediating variables, such as self-efficacy or training intensity, to further validate the models' Performance.
2. Future studies may employ qualitative approaches to identify potential variables and corresponding indicators based on emerging themes and subthemes.
3. School leaders may implement coaching development training programs that emphasize effective coaching styles to achieve optimal outcomes in student-athletes' sport performance.

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Appendix A. Survey Questionnaire

Research Title: Mediating Effect of Coaching Style Behavior on the Relationship Between Sports Motivation and Performance of Student-Athletes

I - SPORTS MOTIVATION*4- Strongly Agree**3- Agree**2- Disagree**1- Strongly Disagree*

<i>Intrinsic Motivation</i>		4	3	2	1
1.	For the pleasure I feel in living exciting experiences				
2.	For the pleasure it gives me to know more about the sport I practice.				
3.	For the pleasure of discovering new training techniques				
4.	For the pleasure that I feel while learning training techniques that I have never tried before.				
5.	For the satisfaction I experience while I am perfecting my abilities				
6.	For the pleasure of discovering new performance strategies				
<i>External Motivation</i>		4	3	2	1
7.	Because it is a good way to learn lots of things which could be useful to me in other areas of my life.				
8.	Because it is one of the best ways to maintain good relationships with my friends.				
9.	To show others how good I am good at my sport.				
10.	For the excitement I feel when I am really involved in the activity.				
11.	Because I must do sports to feel good myself.				
<i>Amotivation</i>		4	3	2	1
12.	I used to have good reasons for doing sport, but now I am asking myself if I should continue doing it.				
13.	I don't know anymore; I have the impression of being incapable of succeeding in this sport.				
14.	It is not clear to me anymore; I don't really think my place is in sport.				
15.	I often ask myself; I can't seem to achieve the goals that I set for myself				

II - COACHING STYLES BEHAVIOR*4- Always**3- Sometimes**2- Rarely**1- Never*

<i>Physical Training and planning</i>		4	3	2	1
1.	The coach(es) provides me with a physical conditioning program in which I am confident				

2.	The coach(es) provides me with a physically challenging conditioning program.				
3.	The coach(es) provides me with a detailed physical conditioning program.				
4.	The coach(es) provides me with a plan for my physical preparation				
5.	The coach(es) provides me with structured training sessions.				
Technical Skills		4	3	2	1
6.	The coach(es) provides me with advice while I'm performing a skill.				
7.	The coach(es) gives me specific feedback for correcting technical errors				
8.	The coach(es) provides me with feedback that helps me improve my technique				
9.	The coach(es) makes sure I understand the techniques and strategies I'm being taught.				
10.	The coach(es) uses verbal examples that describe how a skill should be done.				
Mental Preparation		4	3	2	1
11.	The coach(es) provides advice on how to perform under pressure.				
12.	The coach(es) provides advice on how to be mentally tough.				
13.	The coach(es) provides advice on how to stay confident about my abilities				
14.	The coach(es) provides advice on how to stay positive about myself				
15.	The coach(es) provides advice on how to stay focused.				
Competition Strategies		4	3	2	1
16.	The coach(es) helps me focus on the process of performing well.				
17.	The coach(es) prepares me to face a variety of situations in competition.				
18.	The coach(es) deals with problems I may experience during competitions				
19.	The coach(es) shows confidence in my ability during competitions				
20.	The coach(es) shows confidence in my ability during competitions				
Personal Rapport		4	3	2	1
21.	The coach(es) shows understanding for me as a person.				
22.	The coach(es) is a good listener				
23.	The coach(es) is easily approachable about personal problems I might have.				
24.	The coach(es) demonstrates concern for my whole self (i.e other parts of my life than sport).				
25.	The coach(es) is trustworthy with my personal problems				
Negative Personal Rapport		4	3	2	1
26.	The coach(es) uses fear in his/her coaching methods.				
27.	The coach(es) yells at me when angry				

28.	The coach(es) shows favoritism towards others.				
29.	The coach(es) uses power to manipulate me				
30.	The coach(es) makes personal comments to me that I find upsetting.				

III - SPORTS PERFORMANCE

4- Strongly Agree

3- Agree

2- Disagree

1- Strongly Disagree

<i>Athlete Development</i>		4	3	2	1
1.	I recognize that I have a primary sport				
2.	I complete training that is event or position specific.				
3.	I complete all of my training				
4.	I am able to take feedback from coaches and other athletes constructively.				
5.	When training I recognize when I can help other athletes/teammates with their training				
6.	I am able to accurately identify areas for growth in my sport				
<i>Mastery and Development</i>		4	3	2	1
7.	I take my training seriously.				
8.	When I am training, I am focused on improving my sport specific skills				
9.	I am more interested in improving in my sport than winning				
10.	I feel confident in my sport specific skills in training situations.				
11.	In my training I always try to do my best.				
<i>Strategy and Preparedness</i>		4	3	2	1
12.	I feel confident in my level of fitness when training for my sport				
13.	During competition I follow the plans set by my coach				
14.	I am confident making strategic decisions during competition.				
15.	I recognize situations in competition when I should think strategically				
16.	I recognize situations in training when I should think strategically.				
<i>Recovery and Injury Prevention</i>		4	3	2	1
17.	I get at least 7 hours of sleep every night.				
18.	I take rest from training when I am told to.				
19.	I take rest after a big competition to improve my recovery.				
20.	I can tell the difference between being sore and being hurt.				
21.	When injured I do what I can to heal fully before returning to my training.				
<i>Psychological Skills</i>		4	3	2	1
22.	I feel like I can manage my emotions in my training.				
23.	I feel like I can manage my emotions in competition.				
24.	I am able to stay focused when I am training.				
25.	I am able to stay focused when I am competing.				