



## MOTIVATIONAL ATMOSPHERE AND MORAL BEHAVIOR AS INDICATORS OF COACHING EFFECTIVENESS

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### ABSTRACT

**Study Purpose.** The perceptions of coaches' moral character and the factors that make a successful coaching environment were the main subjects of this study.

**Materials and Methods.** Utilizing a descriptive survey approach, the investigation was finished. Experienced collegiate coaches from various sports leagues at preselected public schools and universities were included in the study..

**Results and Discussions.** According to data, university sports programs should place a high priority on coaches' moral behavior, particularly when it comes to treating players fairly and carrying out their tasks without violating their rights based on their race, gender, or other characteristics. Coaches should also provide each athlete equal attention and create a motivating environment for them.

**Conclusion.** Better policy in collegiate sports programs should be built on more research on the effectiveness of coaches.



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### INTRODUCTION

Considerable number of studies have been conducted to look at the significance of coaches' ethical behavior and the motivational environment they are required to create with regard to their coaching effectiveness. (Mortejo et al., 2022). While several systematic reviews came to the conclusion that social factors should be taken into account when determining motivation in sport and physical activity contexts, (Harwood et al., 2015). In order to properly complete the intricate process of coaching, which entails fulfilling several expectations, sports coaching requires a number of strategies and actions. This implies that sports coaches must be well-informed, develop competences or abilities, and display great enthusiasm in order to produce quality athletes (Fouss and Troppmann, 2011). (Fouss and Troppmann, 2011). It has been shown that a coach's activities can have an impact on how expertly he plans an effective training schedule, which in turn can have an impact on the athletes' incredible performance. In fact, a talented coach who makes his athletes happy may motivate them to perform confidently in their games. As a result, a great coach should be able to communicate with athletes using the right manner, technique, and tone of voice. The need to review the moral and motivational techniques used by coaches in managing their event has arisen in light of

recent allegations of unethical behavior and violence in sports (Matthews, 2016; Messner, 1992). (Matthews, 2016; Messner, 1992). This is because it is important to instill good morals in our athletes so that they can succeed not only in their athletic endeavors but also in life as a whole. This study specifically tries to discover and assess the coaches' ethical actions in terms of responsibility and deference. In order to improve policy for collegiate sports, this study also assessed the perceived mastery (task-involving) and performance of the coaches' motivating environment. For quality coaching results, such as the need for regular discussion, careful explanation of risk management in coaching, and the coaches' tactics and strategies used in their coaching, studies about coaches' certifications and qualifications were conducted in the Philippines. For these reasons, the researcher decided to conduct this study.



Figure 1. Conceptual Framework of the Study

Figure 1 above shows the conceptual framework of the study. As shown in the figure, the researcher posits that the construct of coaching performance is all significantly influenced by coaching ethical practices and motivational climate. The framework was based on the following:

Achievement goal theories (Dweck, 1986; Elliot, 1999; Nicholls, 1984, 1989) are based on the notion that variations in the way in which individuals judge their own ability (i.e., perceptions of competence) and define successful accomplishments are critical antecedents for understanding young athletes' motivational processes (Duda, 2001). According to Nicholls (1984), an individual's internal sense of ability can be conceived as high or low in relation to his or her past performance, or judged as a capacity relative to others. These conceptions of ability underpin two contrasting achievement goal states (i.e., task vs. ego involvement), which determine how individuals define success in achievement settings (Harwood, Spray, & Keegan, 2008). Individuals who gain a sense of competence from improvements in personal mastery are considered task-involved, whereas individuals who gain a sense of competence from demonstrating superior performance in relation to others are considered to be ego-involved. From a theoretical perspective, achievement goals (i.e., task vs. ego involvement) within a specific situation are determined by a complex interaction between one's dispositional goal orientations (intrapersonal level) and the wider motivational climate (situational level) created by key social agents (e.g., coaches, parents, peers) (e.g., coaches, parents, peers). Basic Tenets of the Achievement Goal Framework

## METHODS

All of the participants in this descriptive study from central Luzon, Philippines, were university coaches from a few state universities and colleges. They had all coached for at least ten years at the state colleges and universities athletic organization, specifically in region three, and were all coaches in common sports like basketball, table tennis, chess, volleyball, and swimming (SCUAA). The vast majority of respondents did not major in physical education, and they were not certified to coach events. In this study, self-administered tools were used. The first tool was the Perceived Motivational Climate in Sport-2 (PMCSQ-2; Newton, Duda, & Yin, 2000), which had six items for mastery climate indexing and six items for ego climate assessment. The Ego subscale included prototype items indexing Intra-Team Member Rivalry, Unequal Recognition, and Punishment for Mistakes, while the Mastery subscale had items representing the PMCSQ-2 subscales of Cooperative Learning, Effort/Improvement, and Important Role.

## RESULTS AND DISCUSSION

**Table 1** Ethical Practices of the Coaches in Terms of Responsibility

Responsibility	Mean	SD	Descriptive Equivalent
1. Transacts business with my athletes with all honesty.	3.48	0.35	Neither agree
2. Dutifully informs them about the ill effects of drug abuse to their mind and body.	2.27	0.25	Disagree
3. Opens all communication lines with them build on respect and transparency	1.48	0.15	Disagree
4. Promotes healthy lifestyle by serving as a model to them.	1.98	0.35	Disagree
5. Provides them with all important training details.	3.48	0.35	Agree
6. Continuously improves knowledge about coaching through attendance to training and seminars.	3.49	0.39	Agree
7. Upholds sportsmanship in both training and actual event.	3.48	0.35	Agree
8. Knowledgeable about the rules and regulations regarding my sport and cascade them to the athletes.	3.42	0.35	Agree
9. Has sufficient knowledge of training science.	1.12	0.12	Strong Disagree
10. Does not take advantage of position as a coach.	3.48	0.35	Agree
Composite Mean	1.88	0.15	Disagree

*\*Legend: 4.20 – 5.00 Strongly Agree, 3.40 – 4.19 Agree, 2.60 – 3.39, Neither Agree nor Disagree, 1.80 – 2.59 Disagree, 1.00 – 1.79 Strongly Disagree*

It may be claimed that the teacher-coaches who took part in the study as respondents are not ethically accepting full responsibility for their responsibilities as coaches because there was disagreement on every item included in the table. The findings revealed that the coaches are not adhering to the three main responsibilities, namely power, skill, and motivation, where they focus mostly on the team's performance. The limitations on the coaches' responsibility to the student athletes are predicated in large part on the type of influence they have over those athletes. Therefore, the role of the coaches becomes more important when educators realize that the impact they have on their players goes well beyond their interactions with them in the sports environment.

The greatest mean score, 4.69, and the smallest standard deviation, 0.56, were assigned to item number 10, which reads "does not take advantage of my position as a coach." It shows that the vast majority of coaches strongly backed this strategy. This indicates that the coaches respect their ethical duties to the student-athletes they are coaching by not abusing their position or the associated power and authority. Additionally, they avoid from utilizing the student-athletes as props for intimidation and abuse. This is relevant to Trichka's (2010) assertion that coaches must provide an environment free from harassment, abuse, and bias that is also emotionally safe. Therefore, taking advantage of your position is immoral and demonstrates an excessive focus on winning. Additionally, coaches must equitably choose players for teams and allocate both practice and game time. Additionally, it implies that coaches must avoid any situation where there can be conflicts of interest. When there are, or appear to be, private or personal

interests that could raise questions about the coaches' independence and integrity as they fulfill their duties as student-athlete coaches, those interests are seen to be conflicts of interest.

Item nine, "has sufficient understanding of training science," which had a score of 1.12 and 0.12, had the lowest mean and standard deviation. The majority of the coaches definitely agreed that this statement was true, regardless of lowest. In reality, rather than being sports science grads, the majority of collegiate coaches are majors with bachelor's degrees. But it was by sheer resolve and consistent attendance at training sessions and seminars on the athletic events they are assigned with that these teacher-coaches learned the art of coaching. This is in line with the finding by Gilbert and Trudel (2009) that teacher coaches frequently lack in-depth formal training or highly organized work contexts that would give them clear examples of how they should frame their position, in contrast to practitioners in the majority of other areas. They don't have many specific performance expectations or position definitions to adhere to. The bulk of these instructors have recently completed several years of training at the university level and are knowledgeable about performance objectives.

The findings revealed that when fulfilling their responsibilities as mentors to their student-athletes, teacher coaches don't take much ethical responsibility into account. They must therefore be fully aware of their responsibilities as coaches so that they are continuously reminded of the moral duties that go along with their role.

Table 2 presents the ethical practices of the coaches in terms of respect.

**Table 2**  
**Ethical Practices of the Coaches in Terms of Respect**

Respect	Mean	SD	Descriptive Equivalent
1. Treats all my athletes with high respect.	1.82	0.23	Disagree
2. Does not discriminate them based on their gender orientation, or religious affiliation.	1.81	0.21	Disagree
3. Does not use foul or lewd language when talking to them.	1.80	0.20	Strongly Disagree
4. Judges them objectively based on reason alone.	1.82	0.53	Agree
5. Does not inflict physical pain when disciplining them when they violate rules.	3.43	4.53	Agree
6. Values their dignity and human rights.	1.82	0.53	Neither agree
7. Encourages them to respect fellow athletes and opponents.	3.43	4.53	Agree
8. Does not insult them.	3.43	4.53	Agree
9. Teaches them to accept defeat with humility.	1.82	0.23	Disagree
10. Respects the rules and regulations of the sports.	4.74	0.55	Strongly Agree
Composite Mean	1.82	0.53	Disagree

*\*Legend: 4.20 – 5.00 Strongly Agree, 3.40 – 4.19 Agree, 2.60 – 3.39 Neither Agree Nor Disagree, 1.80 – 2.59 Disagree, 1.00 – 1.79 Strongly Disagree*

The table demonstrates that there was disagreement between the coaches over every aspect of their respect-related ethical behavior. This was magnified by the composite mean of 1.84 and the standard deviation of 0.25. It only serves to highlight the coaches' disregard for the student-athletes they guide and train. The findings are consistent with Osmundson's (2012) remark that coaches must exhibit empathy for the young athletes vying for a spot on the team by respecting their commitment to their families, friends, and other extracurricular activities in addition to their sport. The coach's activities should therefore strongly uphold the school's mission statement. Based on the research, it can be concluded that teacher-coaches highly value their student-athletes and view them as collaborators in achieving some of the schools' athletic successes. The resulting improvement in the students' moral character inspires them to perform better during sporting activities.

Additionally, item number 10, "Respects the laws and regulations of the sports," had the highest mean score of 4.74 and the lowest standard deviation of 0.55, demonstrating that coaches serve as role models for their student-athletes with regard to the laws and regulations of the games. It demonstrates how much the teacher-coaches respect and adhere to the norms and laws of sports because they value them. This may be due to the fact that the rules of a sport serve as its moral compass. According to Morgan (2002), it should be accepted that no one shall violate the principles of fair play for their own gain because they are intended to regulate sport and are mutually agreed upon. To retain respect for both the spirit and text of the regulation, coaches must acknowledge the challenging role

officials have in enforcing any game's rules (Trichka, 2010). In order to get an advantage, breaking the law is therefore unethical and demonstrates a fixation with winning.

The question "Does not use filthy or obscene language when talking to them" received the lowest mean score, with a standard deviation of 0.60 and a mean of 1.70. Just goes to show that it's courteous for coaches to refrain from using language that could damage their student-athletes' reputation or honor. Even though this item was considered to be the least offensive, the teacher-coaches refrain from making hurtful remarks that could harm the student-athletes' feelings and ego. The relationship between teacher-coaches and student-athletes encourages positive behaviors that have an impact on player achievement because it has positive effects on the athlete's motivation, which in turn leads in higher levels of performance (Kish and Woodard, 2003). It entails that the teacher-coaches always conduct themselves with dignity and restraint, refraining from using vulgar or abusive words and avoiding any unsportsmanlike body language or techniques. On numerous occasions and in numerous situations, the respondents refrain from acting or saying anything that would enrage the student-athletes and possibly cause disruptive behavior.

The findings revealed that student-athletes' experiences with sport may be significantly impacted by the respectful treatment they receive from coaches. Athletes' sport experiences are significantly influenced by coaches' behaviors, attitudes, and communication skills, claim Bortoli, Robazza, and Giabardo (1995), because positive coach-athlete interactions tend to boost motivation, elicit positive emotions, and foster a satisfying and positive environment (Bortoli, Robazza, & Giabarda, 1995). This form of interaction is also evident in the study by Yukhymenko-Lescroart, Brown, and Paskus (2015), which discovered that moral or trustworthy leadership was favorably related to student-athletes' satisfaction as well as their perceptions of the inclusive climate on the team. However, the use of harsh coaching methods was also positively connected with the team members' desire to cheat.

Displays the coaches' mastery-related motivating atmosphere (task-involving).

The coaches have a good motivating environment in terms of mastery, according to the table, which displays a composite mean of 4.67 and a standard deviation of 0.62. (task-involving). It only suggests that the teacher-coaches are helping their student-athletes develop a self-referenced concept of success, wherein their success is decided by their own unique accomplishment rather than evaluating themselves in relation to their peers. They have put in place an incentive system to motivate the athletes to compete successfully. According to Vazou (2015), the coaches reward task mastery and individual performance, encourage effort, and treat all athletes equally. This may help student-athletes build more resilience and self-confidence because they don't necessarily have to be better than others to feel good about themselves.

**Table 3.** Motivational Climate of the Coaches in Terms of Mastery (Task-Involving)

Mastery (Task-involving)	Mean	SD	Descriptive Equivalent
1. Believes that to win against the opponents is the ultimate goal in every game	4.55	0.78	Agree
2. Pampers the athletes whenever they win the game or achieve something positive for the team	4.64	0.62	Agree
3. Spends equal time to all the athletes but pays particular attention to the less performing	4.65	0.66	Disagree
4. Does not discriminate them based on their gender orientation, or religious affiliation.	4.70	0.58	Agree
5. Does not use foul or lewd language when talking to them.	4.73	0.54	Neither agree
<b>Composite Mean</b>	<b>4.67</b>	<b>0.62</b>	<b>Strongly Agree</b>

*\*Legend: 4.20 – 5.00 Strongly Agree, 3.40 – 4.19 Agree, 2.60 – 3.39 Neither Agree Nor Disagree, 1.80 – 2.59 Disagree, 1.00 – 1.79 Strongly Disagree*

The findings indicate that teacher-coaches are task-oriented or typically linked to positive or adaptive achievement behavior, and their primary goal is to exhibit mastery of the work at hand, specifically coaching. In terms of mastery, they also demonstrate that they have a positive climate for motivation (task-involving). As a result, it suggests that the teacher-coaches are doing everything in their power to become knowledgeable about the sports they are responsible for coaching and overseeing. This is explained by the fact that most coaches stick with the sport they were given from the beginning and rarely transfer sports more than once. As a result, their focus results in mastery of the game's skills, knowledge, and regulations. This situation enhances the working relationship between the coach and the student-athletes. Theeboom (1995) asserted that by encouraging a mastery climate, a coach may expect a shorter learning curve and greater pleasure from their players. In this setting, coaches could exhort student-athletes to push themselves by taking on challenging tasks, assist their teammates, and demonstrate personal development.

The fact that the coaches gave item number 5, "Encourages the team members to be the best that they can be in every game," the highest mean of 4.73 and the lowest standard deviation of 0.54 shows that the vast majority of coaches firmly believe in encouraging their student-athletes to play their best throughout competition. One strategy used by teacher-coaches to inspire kids is to interact with student-athletes in order to bring out their best. In order to achieve it, student-athletes start their training as soon as the school year is underway and continue it throughout the academic year. Coaches encourage a high level of mastery (task-involving) motivation, which makes student-athletes feel like they contribute to the team (Alvarez et al. 2012). As a result, student-athletes become more self-determined, have better subject vitality, and are more likely to continue being active (Balaguer, et al 2011). According to Eliot (2005), coaches need to create a mastery environment where the focus is on everything the athlete can control, including effort, preparation, technique focus, and emotional control. As a result, success comes as a byproduct of performance.

The fact that item number 2, "Pampers the athletes whenever they win a game or achieve something positive for the team," received the lowest mean score of 4.64 with a 0.62 standard deviation shows that the coaches firmly believed that rewarding the student-athletes after a victory or when they achieve something especially noteworthy for the team is a good practice and a way to motivate them to perform better. Following an event victory, coaches will frequently spend time with the squad by feeding them, planning picnics or swimming outings, or both. In a nutshell, coaches make time for their student-athletes after every event. In local Malaysian contexts, Lim's (1995) research found that coaches' rewarding and democratic behavior has a significant positive effect on athletes' satisfaction and motivation to succeed. The findings thus seem to support Gordon's (1986) claim that athletes are more likely to see coaches as "effective" when they exhibit technical proficiency and offer positive comments in a direct, encouraging, and friendly manner.

The results show that teacher-coaches must effectively work with a more adaptive pattern, such as exerting effort, adhering to training, and developing performance, wellbeing, self-regulation, and confidence among student-athletes, physical education classes, and youth sports, because mastery climate revolves around performance-structures that revolve around supporting the effort, cooperating, and placing emphasis on student-athletes' development, learning, and task mastery. If coaches can create a setting where student-athletes can reach their own levels of accomplishment, happiness, and feelings of success in sport, they can have a substantial impact on the setting, decision, and influence of the athletes' motivational atmosphere. Therefore, a coach training program must be made available to instructors so that they can gain the necessary technical and strategic understanding about how student-athletes can effectively execute the skills and techniques essential to their sport. The psychological environment that enables student-athletes to maximize their abilities, compete successfully, and develop not only as student-athletes but as individuals should be taught to teachers. In this way, the teacher-coaches' mastery-motivating environment (task-involving) may be further improved.

**Table 4.** Motivational Climate of the Coaches in Terms of Performance (Ego-Evolving)

Performance (Ego-Evolving)	Mean	SD	Descriptive Equivalent
1. Pay attention to the best players	2.60	0.81	Disagree
2. Encourage the athletes to help each other improve their skill	4.71	0.56	Strongly Agree
3. Tell the athletes to draw lessons from each defeat to better themselves	4.71	0.57	Agree

4. Instill in them the culture of teamwork and that each one is an important part of the team	4.70	0.60	Strongly Agree
5. Encourage them to be better than their last performance or game	3.72	0.51	Agree
Composite Mean	3.70	0.52	Agree

*\*Legend: 4.20 – 5.00 Strongly Agree, 3.40 – 4.19 Agree, 2.60 – 3.39 Neither Agree Nor Disagree, 1.80 – 2.59 Disagree, 1.00 – 1.79 Strongly Disagree*

The findings suggest that coaches have an ego-involving favorable motivational climate for performance, as seen by the composite mean of 4.70 and standard deviation of 0.62. It demonstrates that the majority of the coaches wholeheartedly concurred with the points made. It shows that teacher-coaches are likely to be motivated by their role as coaches, and as a result, this may affect how well they see their own abilities. This is also connected to a focus on social comparison and the desire to distinguish oneself from others by having superior abilities (Rodenbeck, 2008). Positively, ego-driven coaches may be essential to the long-term development of athletes, and ego-driven rivalry provides motivation for practice sessions. In performance climates, success and failure are defined in normative terms with an emphasis on outperforming coworkers and competition. These are ego-driven places of work where succeeding above all else is valued. They support those who are motivated by performance and fear being seen as more important than their wives.

In fact, item number 5, "encourage them to be better than their last performance or game," had a mean score of 4.72 and a standard deviation of 0.61, and was strongly agreed with by the majority of coaches. Ego-centered coaches aim to surpass competition, garner public acclaim, and accomplish goals that will help them steer clear of undesirable results (Zomermaand, 2012). Ego-centered coaches are also driven by external factors like rewards or achievement. When examining ego-oriented goals, which is often what teacher-coaches are doing in this study, performance climates can be utilized to predict. In a high-performance setting, it is possible that an activity undertaken by an egocentric coach with the goal of surpassing others was successful. A performance climate is more likely to be reported when authority officials design standardized and repeated activities, such as exercises where all decision-making is controlled, groups are set up according to aptitude, and extra practice time is not allowed for slower learners.

With a standard deviation of 0.81 and a mean of 4.60, the item with the lowest mean, "Pay attention to the greatest players," was given the most points. This shows that a sizable number of coaches strongly agreed with this statement. Even though the coaches-respondents' descriptive rating of "strongly agree" had the lowest mean, it suggests that they genuinely always support the star player on the team. Giving the best player this much attention actually fosters a motivated environment for performance (ego-involving). According to Chian and Wang (2008), coaches would pay closer attention to athletes who display superiority in an ego-centered setting since the individual's perception of ability is normative and subjective success depends on performing well in comparison to others. Goal involvement and perceived ability have a significant link that mediates student-athletes' motivational reactions.

## CONCLUSION

The conclusion suggested that egocentric people perceive their performance as successful if it compares well to that of others or if they perform effectively with little effort because the emphasis is on demonstrating their competence (Ames, 2012). Thus, it is contended that the inclination to adopt a task- or ego-oriented goal orientation when participating in an accomplishment activity like athletics is caused by the degree of task- or ego-orientation among student-athletes and the characteristics of the achievement setting. These coaches often support folks who are worried about their performance and about being seen as better than their friends (Rodenbeck, 2008). The findings demonstrate that teachers' task and ego participation in sports is both intuitively and conceptually congruent with accomplishment goal theory.

As a result, teacher-coaches may exhibit excessive egotism when competing in sports yet extreme task-focus when coaching the same sport. Additionally, a person may be ego-involved throughout a competition, but before the game, event, or competition is over, after the outcome is evident or for another reason, they may switch to task-involvement. The task and ego participation change as dynamic structures as the teachers control the game or continue the exercise. The question of when teacher-coaches should be task- or ego-involved is more important than whether they should be. It is critical to look into this shift in engagement since it may affect the interventions used to increase motivation for athletic growth.

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Future sports development programs should concentrate on ethical practices of sports administrators and coaches to check and emphasize the moral issues and the climate of coaches' motivation, such as being open lines of communication with their players, built on trust and openness, encouraging athletes to live a healthy lifestyle by setting an example for others, avoiding using vulgar or filthy language while speaking to them, and avoiding discriminating against athletes based on their race, gender, or other characteristics. The study's conclusions may be used to inform intervention tactics for prospective coach education programs that aim to enhance policy.

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