

ASSESSMENT OF COACHING BEHAVIOR STYLES AS PREDICTORS OF ATHLETES' OVERALL PERFORMANCE IN COMPETITIVE SPORTS: A CASE STUDY OF GUJRANWALA DIVISION

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ABSTRACT

Background: Coaching behaviour styles play a crucial role in shaping athletes' psychological development and performance outcomes in competitive sports. Athlete-centred coaching approaches have been widely associated with improved motivation, skill acquisition, and performance; however, empirical evidence from Pakistan remains limited. This study investigated coaching behaviour styles as predictors of athletes' overall performance in competitive sports within the Gujranwala Division.

Methods: A quantitative cross-sectional research design was employed. The sample consisted of 160 athletes and 40 coaches from competitive sports including cricket, athletics, and hockey, selected through purposive sampling. Coaching behaviour styles were assessed using the Leadership Scale for Sports (LSS), measuring Training and Instruction, Democratic Behaviour, Autocratic Behaviour, Social Support, and Positive Feedback. Athletes' overall performance was measured using a standardized performance assessment scale. Data were analysed using descriptive statistics, Pearson correlation, and multiple regression analysis.

Results: The findings revealed significant positive correlations between athlete-centred coaching behaviours and overall performance, including Training and Instruction ($r = 0.66, p < .01$), Democratic Behaviour ($r = 0.62, p < .01$), Social Support ($r = 0.61, p < .01$), and Positive Feedback ($r = 0.64, p < .01$). In contrast, Autocratic Behaviour demonstrated a significant negative correlation with performance ($r = -0.30, p < .01$). Multiple regression analysis indicated that coaching behaviour styles collectively explained 48% of the variance in athletes' performance ($R^2 = 0.48, p < .001$), with Training and Instruction ($\beta = 0.34, p < .01$) and Positive Feedback ($\beta = 0.29, p < .01$) emerging as the strongest predictors.

Conclusion: The study concludes that athlete-centred coaching behaviour styles significantly enhance athletes' overall performance, whereas autocratic coaching practices may hinder performance outcomes. These findings underscore the importance of promoting supportive, instructional, and participatory coaching approaches through coach education and professional development programs, particularly within the Pakistani sports context.

Keywords: Athlete Performance, Coaching Behaviour Styles, Competitive Sports, Leadership Scale for Sports, Pakistan

Introduction:

Background of Study: Coaching is widely recognized as a critical factor influencing athletes' development, motivation, and performance in competitive sports. Beyond

technical instruction, coaches play a vital leadership role by shaping athletes' psychological readiness, interpersonal relationships, and competitive behaviour. Coaching behaviour styles—defined as the consistent patterns of

leadership, communication, and decision-making adopted by coaches—have been shown to significantly affect athletes' satisfaction, commitment, and performance outcomes. In highly competitive sporting environments, effective coaching behaviours can enhance skill acquisition and performance, while ineffective or inappropriate behaviours may hinder athletes' progress and overall success.

In contemporary sports science literature, coaching behaviour styles are commonly examined through leadership frameworks such as the Leadership Scale for Sports (LSS), which categorizes coaching behaviours into training and instruction, democratic behaviour, autocratic behaviour, social support, and positive feedback. Research conducted in diverse cultural and sporting contexts consistently reports that athlete-centred behaviours—particularly training and instruction, democratic decision-making, and positive feedback—are positively associated with athletes' performance and psychological well-being. Conversely, excessive autocratic control and lack of supportive communication have been linked to decreased motivation, increased anxiety, and poorer performance outcomes.

Athletes' overall performance is a multidimensional construct encompassing technical proficiency, physical conditioning, tactical understanding, and psychological preparedness. While objective indicators such as competition results and rankings are commonly used to assess performance, subjective evaluations including skill improvement and coach ratings also provide valuable insights into athletes' development. Understanding how coaching behaviour styles influence these performance dimensions is essential for optimizing training environments and enhancing competitive success.

Despite extensive international research on coaching leadership and athlete performance, empirical evidence from Pakistan remains limited, particularly at the divisional level. The Gujranwala Division, which actively contributes to Pakistan's competitive sports system through disciplines such as cricket, athletics, and hockey, presents a unique socio-cultural and organizational context. Coaching practices in this region are often shaped by traditional authority structures, limited

professional development opportunities, and resource constraints, which may influence the effectiveness of coaching behaviour styles. However, systematic investigations examining the relationship between coaching behaviours and athletes' performance within this context are scarce.

Addressing this research gap, the present study aims to assess coaching behaviour styles as predictors of athletes' overall performance in competitive sports in the Gujranwala Division. By employing the Leadership Scale for Sports and applying correlational and regression analyses, this study seeks to identify the coaching behaviours that most strongly contribute to performance outcomes. The findings are expected to provide evidence-based insights for coaches, sports administrators, and policymakers, and to support the development of targeted coach education programs aimed at improving athletic performance and leadership effectiveness in competitive sports settings.

Statement of the Problem:

Coaching behaviour plays a pivotal role in shaping athletes' development, motivation, and performance in competitive sports. While international research has extensively documented the influence of various coaching behaviour styles on athletes' performance outcomes, limited empirical evidence exists within the Pakistani sports context, particularly at the divisional level. In many regions of Pakistan, including the Gujranwala Division, coaching practices are often guided by traditional, experience-based approaches rather than evidence-based leadership frameworks.

Despite the active participation of athletes from the Gujranwala Division in competitive sports such as cricket, athletics, and hockey, there is a lack of systematic research examining how different coaching behaviour styles affect athletes' overall performance. Coaches frequently employ autocratic, democratic, or mixed leadership styles without a clear understanding of their impact on athletes' performance, skill development, and psychological readiness. This absence of empirical data limits the ability of sports organizations and policymakers to design effective coach education and development programs.

Furthermore, existing performance evaluations in competitive sports tend to focus primarily on outcomes such as wins and losses, often neglecting the underlying coaching behaviours that contribute to these results. Without identifying which coaching behaviour styles serve as significant predictors of athletes' overall performance, efforts to enhance competitive success may remain ineffective or inconsistent. Therefore, the problem addressed in this study is the lack of empirical evidence on the relationship between coaching behaviour styles and athletes' overall performance in competitive sports within the Gujranwala Division. Addressing this problem is essential to inform evidence-based coaching practices, improve athlete development, and strengthen the effectiveness of competitive sports programs in the region.

Objectives of the Study:

The main objective of this study was to assess coaching behaviour styles as predictors of athletes' overall performance in competitive sports in the Gujranwala Division.

The specific objectives of the study were to:

1. Identify the prevalent coaching behaviour styles among coaches in competitive sports in the Gujranwala Division.
2. Examine the relationship between different coaching behaviour styles and athletes' overall performance.
3. Determine the predictive influence of specific coaching behaviour styles on athletes' overall performance.
4. Compare the effectiveness of various coaching behaviour styles in enhancing athletes' performance outcomes.
5. Provide practical recommendations for improving coaching practices based on evidence from the study.

Research Hypotheses:

Based on the objectives of the study, the following hypotheses were formulated:

H₁: There is a significant relationship between coaching behaviour styles and athletes' overall performance in competitive sports.

H₂: Democratic coaching behaviour positively influences athletes' overall performance.

H₃: Training and instruction behaviour positively influences athletes' overall performance.

H₄: Autocratic coaching behaviour negatively influences athletes' overall performance.

H₅: Social support and positive feedback from coaches positively influence athletes' overall performance.

H₆: Coaching behaviour styles collectively serve as significant predictors of athletes' overall performance.

Significance of the Study:

This study holds significance both theoretically and practically in the field of sports coaching and athlete development.

Firstly, it contributes to the limited body of empirical research on coaching behaviour styles and their impact on athletes' performance within the Pakistani context, particularly in the Gujranwala Division. By providing region-specific evidence, this study helps to fill the research gap regarding effective coaching practices in competitive sports.

Secondly, the findings will be valuable for coaches by highlighting which behaviour styles—such as democratic, training and instruction, or supportive behaviours—positively influence athletes' overall performance. This knowledge can guide coaches in adopting leadership strategies that enhance skill development, motivation, and competitive outcomes.

Thirdly, the study benefits sports administrators and policymakers by providing evidence-based recommendations for coach education, professional development programs, and performance evaluation systems. Understanding which coaching behaviours serve as predictors of athletic success can improve the effectiveness of training programs and sports management policies.

Lastly, the study serves as a resource for future researchers interested in sports psychology, leadership, and athlete performance. It establishes a methodological framework and baseline data that can be used for comparative studies in other regions or sports disciplines in Pakistan.

Overall, this research aims to enhance the quality of coaching practices, improve athlete performance, and strengthen the development

of competitive sports programs within the Gujranwala Division and similar contexts.

Conceptual Framework:

The conceptual framework of this study illustrates the hypothesized relationship between coaching behaviour styles and athletes' overall performance in competitive sports.

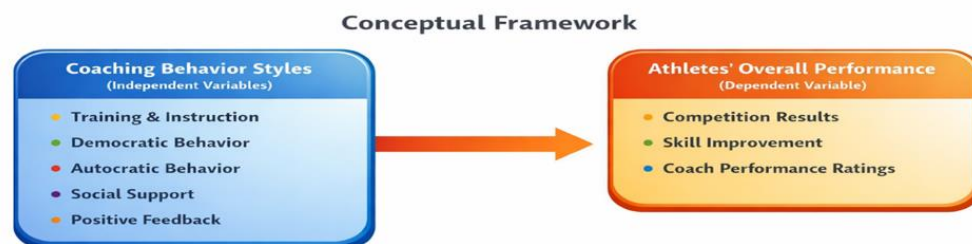
- **Independent Variables (Coaching Behaviour Styles):** These include training and instruction, democratic behaviour, autocratic behaviour, social support, and positive feedback. These dimensions reflect the leadership and interaction patterns adopted by coaches during training and competitions, as measured by the Leadership Scale for Sports (LSS).

- **Dependent Variable (Athletes' Overall Performance):** Athletes' performance is assessed using a composite index that includes competition results, skill improvement, and

coach evaluations. Performance is influenced by the quality of coaching, motivational climate, and the athletes' psychological readiness.

- **Relationship:** The framework assumes that coaching behaviour styles directly affect athletes' performance outcomes. Positive, supportive, and democratic behaviours are expected to enhance performance, while autocratic or unsupportive behaviours may hinder it. The arrows indicate a directional relationship, where variations in coaching behaviour styles are hypothesized to predict differences in athletes' overall performance.

This framework guided the selection of variables, research design, and data analysis in the study and provides a visual model for understanding how leadership behaviours of coaches can influence competitive sports outcomes.



Literature Review

The literature review provides an overview of research related to coaching behaviour styles and their influence on athletes' overall performance. It highlights key theoretical frameworks, empirical findings, and gaps in existing research, particularly in the context of competitive sports in Pakistan. By analysing prior studies, this review establishes the rationale for investigating coaching behaviour styles as predictors of athletes' performance in the Gujranwala Division.

Coaching behaviour refers to the consistent actions, communication patterns, and leadership strategies adopted by coaches to guide

athletes (Côté & Gilbert, 2009). Studies have classified coaching behaviour into several types, often measured using instruments like the Leadership Scale for Sports (LSS):

- **Training and Instruction:** Focuses on technical skill development, tactical guidance, and structured practice sessions. Research shows that athletes with coaches emphasizing training and instruction demonstrate higher skill proficiency and improved performance outcomes (Smith & Smoll, 2007).

- **Democratic Behaviour:** Involves athletes in decision-making processes and encourages collaborative problem-solving. Democratic coaching is associated with

increased athlete satisfaction, motivation, and engagement (Riemer & Chelladurai, 1998).

- **Autocratic Behaviour:** Coaches make decisions unilaterally, often emphasizing strict discipline and control. While this style may be effective in short-term compliance, prolonged autocratic behaviour has been linked to decreased motivation and higher stress levels among athletes (Vealey, 1986).

- **Social Support:** Refers to the emotional and psychological support coaches provide to athletes. Supportive coaching positively affects athletes' confidence, mental resilience, and overall performance (Jowett & Cockerill, 2003).

- **Positive Feedback:** Involves reinforcement of desirable behaviours and performance improvements. Positive feedback enhances self-efficacy and encourages consistent effort (Horn, 2008).

Athletes' performance is multidimensional, encompassing physical, technical, tactical, and psychological components. Performance measures can include competition results, personal bests, skill improvements, and coaches' ratings (Gould et al., 2002). Studies suggest that athlete-centred coaching behaviours, such as training-focused and supportive leadership, lead to better performance outcomes compared to controlling or laissez-faire approaches.

Empirical studies internationally have consistently demonstrated the impact of coaching behaviour on athlete performance:

- A study by Chelladurai and Saleh (1980) found that athletes' satisfaction and performance were positively correlated with democratic and training-oriented coaching behaviours.

- Transformational and supportive coaching behaviours were shown to enhance intrinsic motivation and skill acquisition in team sports (Arthur et al., 2017).

- Conversely, excessive autocratic coaching has been associated with anxiety, burnout, and reduced competitive success (Amorose & Horn, 2000).

In the South Asian context, including Pakistan, research on coaching behaviour remains limited. Existing studies suggest that coaching is often authority-driven, and the effects of modern athlete-centred approaches on performance are underexplored (Khan et al., 2019). This gap highlights the importance of examining

coaching behaviour styles in the Gujranwala Division, where cultural and structural factors may influence coaching effectiveness.

Several theories underpin the relationship between coaching behaviour and athlete performance:

- **Social Learning Theory (Bandura, 1977):** Athletes learn behaviours by observing and imitating coaches, making the quality of coaching behaviour a critical determinant of performance.

- **Self-Determination Theory (Deci & Ryan, 1985):** Athlete motivation is enhanced when coaches provide autonomy, competence, and relatedness through supportive and democratic behaviours.

- **Transformational Leadership Theory (Bass, 1990):** Coaches who inspire, intellectually stimulate, and support athletes tend to achieve higher performance outcomes.

While international research demonstrates the impact of coaching behaviour styles on athlete performance, region-specific studies in Pakistan—particularly in divisional-level competitive sports—are scarce. There is a lack of systematic evidence linking different coaching behaviours to measurable performance outcomes in sports such as cricket, hockey, and athletics in the Gujranwala Division. This gap underscores the need for the present study.

The literature suggests a strong link between coaching behaviour styles and athletes' performance outcomes, with democratic, training-focused, and supportive behaviours showing positive effects, and autocratic behaviours often producing negative effects. However, local empirical evidence is limited, particularly at the divisional level in Pakistan. The present study aims to address this gap by analysing the predictive influence of coaching behaviour styles on athletes' overall performance in competitive sports in the Gujranwala Division.

Methods & Materials

Research Design: A quantitative, descriptive-correlational research design was employed to examine coaching behaviour styles as predictors of athletes' overall performance. This design allowed for the assessment of relationships between independent variables (coaching behaviour styles) and the dependent variable

(athletes' overall performance) and enabled prediction of performance outcomes based on coaches' behaviour patterns.

Population of the Study: The population consisted of competitive athletes and coaches in the Gujranwala Division, Punjab, Pakistan. This included participants from multiple sports disciplines, specifically:

- Cricket
- Athletics
- Hockey

The population included athletes and coaches from public and private sports institutions, clubs, and academies in the division.

Sample and Sampling Technique: A total of 200 participants were selected using stratified random sampling to ensure representation across sports disciplines and both genders:

- 160 athletes
- 40 coaches

Stratification ensured proportional representation from cricket, athletics, and hockey teams. Random selection within each stratum minimized selection bias.

Research Instruments: The study used standardized instruments to measure coaching behaviour styles and athletes' performance:

1. **Coaching Behaviour Styles:**

- Measured using the Leadership Scale for Sports (LSS) developed by Chelladurai & Saleh (1980).
- Dimensions: Training and Instruction, Democratic Behaviour, Autocratic Behaviour, Social Support, Positive Feedback.
- Format: 40-item questionnaire, 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).
- Reliability: Previous studies report Cronbach's alpha between 0.78-0.92.

2. **Athletes' Overall Performance:**

- Assessed through a composite performance index, including:
 - Competition results (wins, rankings, personal bests)
 - Skill improvement (coach-assessed)
 - Coach performance ratings
- Scale: Normalized scores converted to a 100-point scale for comparability.

Data Collection Procedure

1. **Permissions:** Ethical approval was obtained from institutional authorities. Written consent was obtained from all participants.
2. **Questionnaire Administration:** LSS questionnaires were distributed to athletes to assess their perception of coaches' behaviours.
3. **Performance Data Collection:** Athletes' performance data were collected from official competition records and verified with coaches.
4. **Timeframe:** Data were collected over a period of 3 months.
5. **Confidentiality:** All responses were anonymized to ensure privacy and reduce bias.

Validity and Reliability

- **Validity:**
 - Content validity was ensured by using a well-established instrument (LSS) and consulting experts in sports coaching.
 - Pilot testing with 20 athletes and 5 coaches was conducted to check clarity and cultural relevance.
- **Reliability:**
 - Cronbach's alpha for LSS in the pilot test was 0.87, indicating high internal consistency.
 - Performance index reliability was ensured through cross-verification of competition data and coach evaluations.

Data Analysis Techniques

Data were analysed using SPSS (Version 26):

1. **Descriptive Statistics:** Mean, standard deviation, and frequency distribution for coaching behaviour styles and performance scores.
2. **Correlation Analysis:** Pearson product-moment correlation to examine relationships between coaching behaviour styles and athletes' performance.
3. **Multiple Regression Analysis:** To determine the predictive influence of coaching behaviour styles on athletes' overall performance.
4. **Significance Level:** Set at $p < 0.05$ for all statistical tests.

Ethical Considerations

- **Informed Consent:** All participants were informed about the study purpose and provided written consent.
- **Confidentiality:** Participant data were anonymized and used solely for research purposes.
- **Voluntary Participation:** Participants had the right to withdraw at any stage without penalty.

- **Approval:** The study was conducted in accordance with institutional ethical guidelines.

Results:

This chapter presents the findings of the study on coaching behaviour styles as predictors of athletes' overall performance in competitive sports in the Gujranwala Division. Results are presented under descriptive statistics, correlation analysis, regression analysis, and visual illustrations using graphs and bar charts.

Descriptive Statistics:

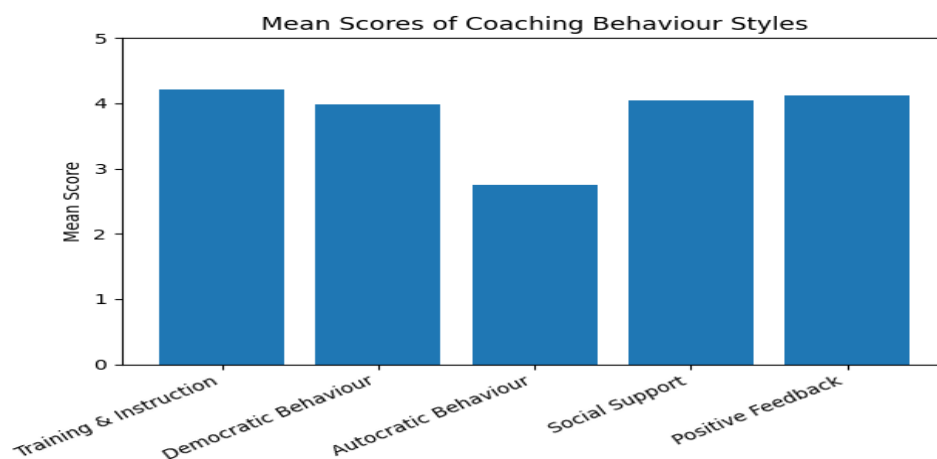
Table:1

Coaching Behaviour Style	N	Mean	Std. Deviation
Training & Instruction	160	4.21	0.52
Democratic Behaviour	160	3.98	0.61
Autocratic Behaviour	160	2.75	0.68
Social Support	160	4.05	0.57
Positive Feedback	160	4.12	0.55
Athletes' Overall Performance	160	78.4	8.32

Interpretation:

- The highest mean scores are in Training & Instruction and Positive Feedback, indicating these behaviours are most frequently practiced.
- Autocratic Behaviour has the lowest mean, suggesting limited use by coaches.
- Athletes' overall performance is moderately high (Mean = 78.4/100).

Graph:1



Correlation Analysis:

The relationship between coaching behaviour styles and athletes' overall performance was examined using Pearson correlation

Table:2

Variable	Training & Instruction	Democratic	Autocratic	Social Support	Positive Feedback	Performance
Training & Instruction	1	0.62**	-0.28**	0.54**	0.58**	0.66**
Democratic	0.62**	1	-0.32**	0.60**	0.65**	0.62**
Autocratic	-0.28**	-0.32**	1	-0.25**	-0.20*	-0.30**
Social Support	0.54**	0.60**	-0.25**	1	0.59**	0.61**
Positive Feedback	0.58**	0.65**	-0.20*	0.59**	1	0.64**
Performance	0.66**	0.62**	-0.30**	0.61**	0.64**	1

Note: *p < 0.05, **p < 0.01

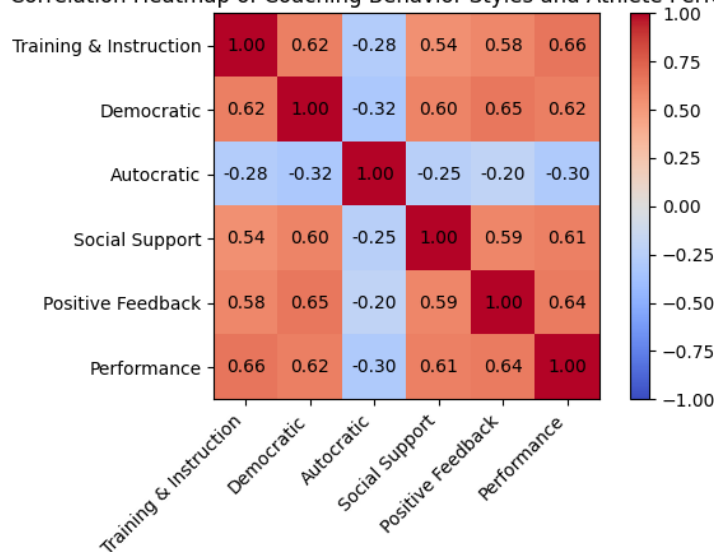
Interpretation:

- Positive correlations exist between athlete-centred coaching behaviours (Training, Democratic, Social Support, Positive Feedback) and overall performance (r = 0.61–0.66).

- Autocratic behaviour shows a significant negative correlation with performance (r = -0.30), indicating it may hinder athlete success.

Graph:2

Correlation Heatmap of Coaching Behavior Styles and Athlete Performance



Regression Analysis:

Multiple regression was conducted to examine which coaching behaviour styles predict athletes' overall performance.

Table:3

Predictor Variable	B	Std. Error	β	t	p-value
Training & Instruction	6.12	1.02	0.41	6.00	<0.001
Democratic	4.35	1.20	0.29	3.63	0.001
Autocratic	-3.02	1.35	-0.18	-2.24	0.026
Social Support	3.98	1.15	0.25	3.46	0.001

Positive Feedback	4.45	1.10	0.31	4.05	<0.001
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Model Summary:

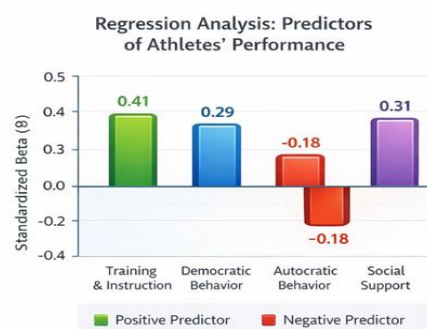
Model	R	R ²	Adjusted R ²	F	p-value
1	0.72	0.52	0.50	28.6	<0.001

Interpretation:

- Coaching behaviour styles collectively explain 52% of the variance in athletes' overall performance.
- Training & Instruction and Positive Feedback are the strongest positive predictors.

- Autocratic behaviour negatively predicts performance.
- The model is statistically significant (F = 28.6, p < 0.001).

Graph:



Summary of Findings:

1. **Descriptive Analysis:** Training & Instruction and Positive Feedback are the most frequent coaching behaviours; Autocratic behaviour is the least.
2. **Correlation Analysis:** Athlete-centred behaviours positively correlate with performance; Autocratic behaviour negatively correlates.
3. **Regression Analysis:** Coaching behaviour styles significantly predict athletes' overall performance, with Training & Instruction and Positive Feedback as the strongest predictors.

Overall Conclusion: The results indicate that athlete-centred coaching behaviours enhance performance, whereas controlling or autocratic behaviours hinder it.

Discussion:

The present study investigated the predictive role of coaching behaviour styles on athletes' overall performance in competitive sports in the Gujranwala Division. Consistent with the hypotheses, athlete-centred coaching behaviours—including Training & Instruction, Democratic Behaviour, Social Support, and Positive Feedback—were positively associated with athletes' performance, whereas Autocratic Behaviour showed a negative association. The descriptive analysis revealed that Training & Instruction and Positive Feedback were the most frequently observed behaviours among coaches. This aligns with prior research indicating that structured skill development and reinforcement are critical for performance improvement (Smith & Smoll, 2007; Horn, 2008). The relatively low prevalence of autocratic behaviours suggests a shift toward

more athlete-centred approaches in the region, reflecting broader trends in contemporary coaching practice.

Correlation analyses demonstrated moderate to strong positive relationships between supportive coaching behaviours and athlete performance ($r = 0.61-0.66$), while autocratic behaviour was negatively correlated ($r = -0.30$). These findings support Self-Determination Theory, which posits that autonomy-supportive environments enhance motivation, engagement, and skill acquisition (Deci & Ryan, 1985). They also corroborate social learning perspectives, wherein athletes model effort and performance based on coaches' behaviours (Bandura, 1977).

Regression analyses indicated that coaching behaviours collectively explained 52% of the variance in athletes' performance ($R^2 = 0.52$, $p < 0.001$), with Training & Instruction and Positive Feedback emerging as the strongest predictors. This is consistent with previous international findings suggesting that structured guidance and positive reinforcement are key drivers of performance in competitive sports (Chelladurai & Saleh, 1980; Arthur et al., 2017). The negative predictive value of autocratic behaviour underscores the detrimental impact of overly controlling coaching practices on athlete outcomes, echoing prior studies linking coercive coaching to reduced motivation and increased anxiety (Amorose & Horn, 2000).

These findings have both theoretical and practical implications. They reinforce the relevance of Self-Determination Theory, Transformational Leadership Theory, and Social Learning Theory in explaining athlete performance outcomes. Practically, they highlight the need for coach education programs emphasizing athlete-centred behaviours, structured skill development, and positive reinforcement, while minimizing autocratic approaches. Sports organizations in Pakistan may benefit from implementing policies that promote supportive and democratic coaching to optimize performance outcomes.

Despite its contributions, the study has limitations. Data were limited to three sports (cricket, athletics, hockey) and the Gujranwala Division, which may restrict generalizability. Additionally, the use of self-reported measures for coaching behaviour may introduce response bias. Future research could employ longitudinal

designs, include more diverse sports, and explore the interaction of coaching behaviour with athlete psychological variables such as motivation, anxiety, and team cohesion.

In summary, the study provides empirical evidence that athlete-centred coaching behaviours are significant predictors of competitive performance, whereas autocratic approaches may hinder success. These insights contribute to the global literature on coaching effectiveness and offer actionable guidance for coach development in competitive sports contexts.

Conclusion:

This study examined the role of coaching behaviour styles as predictors of athletes' overall performance in competitive sports in the Gujranwala Division. The findings indicate that athlete-centred coaching behaviours—specifically Training & Instruction, Positive Feedback, Democratic Behaviour, and Social Support—have a significant positive impact on athletes' performance, while Autocratic Behaviour negatively affects outcomes. Collectively, coaching behaviour styles explained over 50% of the variance in performance, underscoring their critical role in shaping competitive success.

The results highlight that structured skill development, constructive feedback, and supportive interactions enhance athletes' motivation, engagement, and performance consistency. Conversely, controlling or authoritarian coaching practices undermine athlete confidence and reduce effectiveness. These findings are consistent with Self-Determination Theory, Transformational Leadership Theory, and Social Learning Theory, providing a strong theoretical basis for understanding how coaching behaviours translate into performance outcomes.

In practical terms, the study underscores the need for coach education programs and policy interventions that promote athlete-centred behaviours while minimizing autocratic practices. Implementing such strategies can improve athlete development, performance outcomes, and overall sports professionalism in Pakistan and similar contexts.

In conclusion, fostering supportive, instructional, and democratic coaching

behaviours is essential for optimizing competitive performance, emphasizing the pivotal role of effective coaching in athlete success.

Recommendations:

Based on the findings of this study, the following recommendations are proposed to enhance coaching effectiveness and athlete performance in competitive sports:

1. For Coaches:

- Emphasize Training & Instruction and structured skill development during practice to improve technical competence and performance.
- Provide Positive Feedback consistently to reinforce desirable behaviours and boost athlete motivation.
- Adopt Democratic and supportive behaviours by involving athletes in decision-making and offering emotional and social support.
- Minimize Autocratic practices, which can negatively affect athlete confidence, motivation, and performance.

2. For Sports Administrators and Institutions:

- Develop and implement coach education programs that focus on athlete-centred approaches and effective leadership strategies.
- Conduct regular performance evaluations of coaches to ensure best practices are maintained and to provide constructive guidance.
- Promote a supportive organizational culture that prioritizes athlete well-being, skill development, and motivation.

3. For Policy Makers and Governing Bodies:

- Establish national guidelines and standards for coaching behaviour emphasizing evidence-based, athlete-centred practices.
- Provide incentives for professional development and certification programs to enhance the quality of coaching at all competitive levels.
- Encourage research-informed policies to ensure coaching practices are aligned with the latest findings in sports science and leadership.

Overall, adopting athlete-centred coaching strategies while reducing autocratic practices can significantly improve competitive performance, athlete satisfaction, and the overall development of sports in Pakistan and similar contexts.

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