

Coaching Behavior and Sports Confidence of Athletes

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A Thesis
Presented to the
Faculty of the Professional Schools
University of Mindanao
Davao City

In Partial Fulfillment
of the Requirements for the degree of
Master of Arts in Education
Major in Physical Education

ABSTRACT: A coach's successful coaching behavior influences an athlete's sports confidence. This quantitative descriptive-correlational non-experimental study was conducted among 210 student-athletes in the public secondary schools of Santa Cruz, Davao del Sur to determine which domain of coaching behavior of the coaches best influences the sports confidence of athletes. Pearson r correlation was used to determine the significant relationship between the extent of coaching behavior of the coaches and the level of sports confidence of the athletes, while regression analysis was utilized to determine which domain of coaching behavior of the sports coaches significantly influence sports confidence of the athletes. Results revealed that the level of coaching behavior as perceived by the athletes in terms of physical training, technical skills, mental preparations, goal setting, competitive strategies, personal rapport, and negative personal rapport was high. The level of sports confidence among athletes is very high in terms of the coach's leadership and vicarious experience and high in terms of social support, physical and mental preparation, mastery, environmental comfort, physical self-presentation, situational favourableness, and demonstration ability. There was a significant relationship between coaching behavior and sports confidence. Physical training, personal rapport, and negative personal rapport best influence the sports confidence of athletes.

Keywords: *physical education, coaching behavior, sports confidence, descriptive correlation, student-athletes, Philippines*

I. INTRODUCTION

Rationale

Athletes' self-confidence in their physical abilities is called their sport confidence (Kim, J., Park, J., & Lee, 2021). However, worry, ambiguity, dread, doubt, and anxiety frequently accompany a lack of sporting confidence. Athletes are unlikely to perform well if they deal with all of these. Athletes that experience these emotions suffer mentally and physically, hurting their performance. When athletes have a lot of self-doubts, they are unable to meet high expectations, compare themselves to other athletes, strive for perfection, are overly critical of their performances, and dwell on mistakes, so their confidence in sports suffers (Marn-González, Portela-Pino, Fuentes-Garca, & Martnez-Patio, 2022). Due to the continual evaluation of athletes based on their level of performance, these performance concerns may impede the athlete from feeling confident in their abilities (Fransen, Haslam, Steffens, & Boen, 2020; Gagnon-Dolbec, McKelvie, & Eastwood, 2019; Kunnen, Dionigi, Litchfield, & Moreland, 2020).

For athletes to develop mental toughness, composure, grit, belief, courage, and heart, they must have self-confidence (Kassim, Ramalan, Ahmad, Japilus, Radzi, & Omar, 2022). Recent studies have demonstrated that sports confidence can impact achievement since it enables athletes to thrive in their environment (Charag, 2021). Athletes that are confident also believe they can overcome challenges and accomplish their objectives. Athletes that are confident in their abilities to perform

do so because they have put in a lot of time practicing and competing (Dubuc-Charbonneau, & Durand-Bush, 2018; Loeb, 2018; Morris, 2019).

On the other hand, an athlete's confidence and performance in sports are related to the coaching style (Lin, Lin, Ling, & Lo, 2021). A coach's effective manner influences an athlete's confidence to succeed in sports. Athletes' sporting accomplishments drive the actions of coaches. Coaches' measures and athletes' sporting confidence levels were significantly correlated (Rato Barrio, Ley, Schomöller, Dumon, 2021). One of a coach's main objectives is to establish an environment where student-athletes may master the technical skills necessary to thrive individually and as a team, even though what works for one person may not work for everyone (Linnér, Stambulova & Henriksen, 2022). Coaches must get to know their players and make a concerted effort to comprehend their objectives and driving forces (Reid, Cook, Viedge, & Scheepers, 2020; Kassim, Aznan, & Halim, 2020; Smith, & Smoll, 2017).

Most studies in the literature discuss coach-athlete compatibility, coaching efficacy and effectiveness, and coaching practices on athletes' anxiety related to burnout. However, no study directly examined the connection between coaching practices and athletes' levels of athletic confidence. To address this gap, there is a sense of urgency to conduct this study in Davao del Sur to assess the effect of coaching behavior on the sports confidence of athletes. This study is essential in sports research as it adds to the latest information on the relationship between these variables.

Objectives of the Study

This study aims to determine which domain of coaching behavior of the coach best influences the sports confidence of athletes. Specifically, it seeks to achieve the following specific objectives:

1. To describe the level of coaching behavior in terms of:
 - 1.1 physical training and planning,
 - 1.2 technical skills,
 - 1.3 mental preparation,
 - 1.4 goal settings,
 - 1.5 competition strategies,
 - 1.6 personal rapport,
 - 1.7 negative personal rapport
2. To assess the level of sports confidence of athletes in terms of:
 - 2.1 mastery,
 - 2.2 demonstration of ability,
 - 2.3 physical/mental preparation,
 - 2.4 physical self – presentation,
 - 2.5 social support,
 - 2.6 coach's leadership,
 - 2.7 vicarious experience,
 - 2.8 environmental comfort,
 - 2.9 Situational favorableness

3. To determine which significant relationship is between coaching behavior and the sports confidence of athletes.
4. To determine which domain of coaching behavior best influences the sports confidence of athletes.

Hypotheses

The following null hypotheses are formulated and tested at a 0.05 level of significance.

1. There is no significant relationship between coaching behavior and the sports confidence of athletes.
2. There is no domain of coaching behavior that significantly influences the sports confidence of athletes.

Review of Related Literature

This section reviews related ideas and information from journals, research, and interviews. The variables of this study are coaching behavior and the sports confidence of athletes. Coaching behavior, as the independent variable, is adapted from the Coaching Behavior Scale for Sport by Carlsson and Lundqvist (2016) with the following indicators: physical training and planning, technical skills, mental preparation, competition strategies, and personal rapport, negative personal rapport. On the other hand, the dependent variable, the sports confidence of athletes, is adapted from the Sources of Sport Confidence Questionnaire (SSCQ) by Vealey, Garner-Holman, Hayashi, & Giacobbi (1998) with the indicators such as mastery, demonstration of ability, physical/mental preparation, physical self - presentation, social support, coach's leadership, vicarious experience, environmental comfort, and situational favorableness.

Coaching Behavior of Athletes

Coaching conduct is the characteristics and behaviors that make a coach a successful leader. These coaching techniques increase the athletes' effectiveness. This is the method through which a person can guide, sway, and impact the work of others to accomplish a goal. Good coaching habits are essential to becoming someone who inspires and motivates everyone else to enhance efficiency and achieve the team's goals. According to Behrendt, Matz, and Göritz (2017), Niermann, Kotte, Müller, and Möller (2022), Hendricks, den Hollander, and Lambert (2020), these are crucial for a team's performance, athlete involvement, and the development of future athlete leaders.

Additionally, teamwork and collaboration are characteristics of coaching behavior. Hierarchy, command, and control lead to cooperation and innovation when coaches act like leaders. Blame is replaced with feedback and learning, and self-motivation replaces external motivators. Decision-making processes, psychological feature approaches, providing feedback, forming social bonds, and influencing athletes' sports confidence are all included in coaching behavior. Athletes who follow the coach's instructions while feeling fulfilled exhibit effective coaching conduct. Effective coaches focus on winning a particular competition and maintaining good ties with the squad (Coale & Simon, 2020; Jordan & Kauffeld, 2020; Lawrason, Turnnidge, Martin & Côté, 2019).

Additionally, coaches' actions help athletes perform better. Therefore, coach behavior is essential for meaningful influences to be created at the individual and team levels. Leadership behavior is characterized by attitude, experience, and personality when coaching athletes. It is also influenced by both the athletes' natural behavior and their coaches' coaching behavior, which is, in turn, directly affected by the situations' antecedents (Babbitt, 2019; Calgary, Currie & Young, 2020; Jackson & Bourne, 2020).

For instance, the most crucial coaching activity is to assist players in developing their athletic abilities across various tasks. Beginners' fundamental skills must be gradually developed and mastered before moving on to the more sophisticated physical, technical, tactical, and psychological training required of elite athletes. In competitive or practice settings, these tasks are typically carried out by the coach acting in a leadership manner that successfully prompts the athlete to take proper activities toward reaching predetermined goals (Kim, Park, Love & Pang, 2021; Renshaw, Davids, Newcombe & Roberts, 2019; Turgeon, Lanovaz & Dufour, 2021).

Additionally, a coach's actions can significantly impact an athlete's performance and psychological health. However, because the characteristics of the athletes and the required situation vary depending on the scenario, and successful coaching conduct differs. Appropriate leadership conduct is determined by the circumstances surrounding the sport, the coach, and the participants. It might be required for the coach to use coaching techniques that the athlete is responsive to increase athletic performance (Cranmer, Brann & Weber, 2018; Kirkpatrick, Rose-Krasnor, Ooi & Coplan, 2020; O'Connor, Gardner, Larkin, Pope & Williams, 2020).

Similarly, specific outcomes may benefit more from coaching behavior than others. Squad sports coaches must deal with the varying demands and preferences of individual athletes within the team. The coach might use a uniform strategy that accords equal treatment to every athlete. To deliver satisfying experiences and enhance sports performance, the coach must be aware of the coaching preferences of their athletes (Falcao, Bloom & Sabiston, 2020; Mason, Farrow & Hattie, 2020; Wagstaff, Arthur & Hardy, 2018).

Similarly, if a coach behaves in a way the athlete prefers, the athlete may be more likely to give the coach credit for performing better. Teams with success have good coaches. Both in interactive games and during matches, coaches can be seen acting in specific ways. The coach's influence on a team's performance is equally significant, albeit less visible in co-active settings. The coaching behaviors of a coach affect people and groups in the direction of predetermined goals (Jowett, 2017; McMullen, Henderson, Ziegenfuss & Newton, 2020; Mills, 2021).

Additionally, effective coaching practices enhance team productivity and performance. A coach may also be knowledgeable about management and leadership skills. The importance of the coach in the formation and growth of sports teams and in the performance of the players cannot be overstated. Consequently, coaching conduct fosters a team environment that has an impact on athlete development and team performance (Cranmer et al., 2020; Jowett & Arthur, 2019; Judge, Woodward, Gillham, Blom, Hoover, Schoeff & Bellar, 2021).

In essence, coaching techniques enhance individual and group performance. The coaching of leadership characteristics, however, varies widely. It spans from extremely harsh coaches to egalitarian coaches who strongly consider the athlete's viewpoint. However, coaching techniques can boost an athlete's performance. Coaches' actions are influenced by a variety of factors, including their physical preparation and planning, technical skills, mental training, competition strategies, interpersonal relationships, and stormy interpersonal relationships (Camiré, M., Turgeon, Kramers, Rathwell, Bean, Sabourin & Pierce, 2021; Henderson, Franssen, McGrath, Harries, Poulos & Coutts, 2019).

The first indicator of coaching behavior is *physical training and planning*, any bodily activity that improves or maintains an athlete's general health and wellness level. Conversely, planning involves correctly allocating tasks, prioritizing and arranging work, scheduling activities, and allocating resources. In other words, physical preparation and planning help athletes do well in sports. This is divided into four sections, including conditioning training, which involves strength, endurance, and flexibility training; technical or preparation; preparation; and psychological training, which is mental preparation (Butler, 2020; Jain, Sharma, Singh & Mehta, 2018; Zahran, El-Beltagy & Saleh, 2019).

Additionally, planning and physical preparation are essential components of coaching to achieve performance goals. Each coach must also thoroughly understand both performance and how the body works in general. They must be aware of these constraints when teaching if they want to enhance training without going beyond athletes' limits. Sports-related physical development or training results in advantageous muscle strength and growth, yet some athletes cannot handle intense training loads. For an athlete to reach their maximum adaptation capacity shortly before a competition, coaches must plan a training strategy that involves the progressive cycling of different training program components during a set time (Matić et al., 2017; Otte, Davids, Millar & Klatt, 2020; Till, Muir, Abraham, Piggott & Tee, 2019).

Additionally, preparation and physical training enhance athletes' performance in various competition-focused physical training segments. Further, it was shown that when individual athletes were asked to rate their coaches' behavior, they gave higher ratings, training and teaching, social support, and positive feedback. As a result, physical preparation and planning were prioritized in the coach's actions to enhance athletes' performance (D'Isanto, D'Elia, Raiola & Altavilla, 2019; Kettunen, Kari, Makkonen & Critchley, 2018; Koh, Camire, Bloom & Wang, 2017).

Periodization in physical training and planning also helps to increase fitness and performance. This is divided into four phases: preparation, pre-competition, competition, and transition. Training on motor skills as well as technical and tactical abilities, takes place during the preliminary phase. The training approach is concentrated on volume at the start of this time while intensifying in the second half.

The primary goal of the pre-competition period is to improve performance through specialized fitness training, steady technical skills for competition load, and various racing movements. The athlete typically participates in the best, most significant, or second-level tournaments during the competitive stage. Lastly, in the transition phase, demanding motor activity is alternated with relaxation periods. In other words, the frequency of training is low, and training units are short (Callary et al., 2017; Cooper, 2019; Ibáñez, García-Rubio, Rodríguez-Serrano & Feu, 2019).

The second indicator of coaching behavior is *mental preparation*, which involves stress management, mental practice, and visualization. It relates to how the athlete gets into the appropriate frame of mind for peak performance. This is true since the ability to make decisions, interact with others, and pay attention are the keys to success. Athletes must employ their bodies and minds to flourish and perform at their best. Mental exercises aid in stress management, mood regulation, and

performance enhancement (Abd Karim & Nadzalan, 2017; Behnke, Tomczak, Kaczmarek, Komar & Gracz, 2019; Kramer, Ter Stal, Mulder, de Vet & van Velsen, 2020).

Mental preparation enables an athlete to continuously perform to their abilities and talents in competition is the primary goal of mental training. Two aspects of pain are included in mental preparation. The first step entails studying the tactics that promote increased mental toughness, starting days or weeks before the tournament. Athletes should develop attention, assurance, calm, and other critical mental game techniques at this level. Applying specific preparatory rituals that boost performance is the second part of mental preparation (Forlenza, Pierce, Vealey & Mackersie, 2018; Kaiser, 2019; Gavrilova & Donohue, 2018).

Athletes must also undergo mental and psychological training. In order to create a strategy or game plan, a coach must be particularly adept at scouting an opponent. A recent sports study found that an athlete performs at their best during tournaments when they are mentally prepared. Coaches and players should integrate the mental and physical components of success rather than just concentrate on physical training.

In order to perform at their best during sporting events, athletes should approach the competition with the right attitude (Fullagar, McCall, Impellizzeri, Favero & Coutts, 2019; Hunt, Novak, Madrigal & Vargas, 2020; Madrigal, 2019).

Similarly, athletes must develop specific mental abilities if they want to achieve in their sport. A positive mental attitude is the first requirement for athletics. Then, athletes should have had adequate training to maintain high self-motivation, create challenging yet achievable goals, interact with others successfully, use uplifting mental imagery, manage anxiety, manage emotions effectively, and keep attention. Additionally, mental talents can be gained and enhanced with training and practice. Finally, to successfully train athletes in these cognitive skills, coaches must first determine the athlete's current proficiency, then create a plan for teaching and enhancing the specific skills that the athlete needs to develop, and then periodically reassess proficiency in each of the skills to track progress (Ferguson, Swann, Liddle & Vella, 2019; Nicholls, 2021; Zakrajsek & Blanton, 2017).

To compete at their best, athletes must have a focused, assured, and trustworthy mindset, which can be attained through mental training. Possessing faith one's abilities enable this. The main goal of mental preparation is confidence. A person can develop confidence in various ways, including through practice, planning, game strategies, and maintaining certain mindsets. Knowing that mental fortitude can also be created through exercise (Butler, 2020; Carson, Malakellis, Walsh, Main & Kremer, 2019; Wilson, Bennett, Mosewich, Faulkner & Crocker, P. R. (2019).

The third indicator of coaching behavior is *technical skills*. Technical skills refer to certain ways to move the body to carry out an action. For instance, dribbling, passing, and shooting are technical basketball skills. Technical abilities in sports training education can encompass many different things, such as taping, completing unique testing, and splinting. Learning technical skills happens on three levels. According to Guimares, Baxter-Jones, Williams, Tavares, Janeira, and Maia in 2020; Otte et al. in 2020; Rizvandi, Taghipour Gharbi, Esmaili, and Ashraf Ganjooe in 2019, this also comprises the mental stage, practical stage, and automatic stage.

To demonstrate technical capabilities effectively, consider how a basketball shooter must concentrate on several stimuli during the mental stage of learning. When shooting, athletes make sure that their feet are planted properly, that their hands are on the ball, and that their eyes are fixed on the basket. For the body to carry out these functions appropriately, the brain continually attempts to communicate with it. The athlete continues to practice the skill or practice stage after mastering the original form while making certain adjustments, such as bending the knees more or holding the follow-through. The final level is the automatic stage, which is when the body can fire without much mental effort. Hence, a basketball player can shoot with proper form in multiple situations because of these acquired technical skills (Feu, García-Rubio, Gamero & Ibáñez, 2019; Kassim et al., 2018; Koopmann, Faber, Baker & Schorer, 2020).

To illustrate technical skills clearly, the mental stage when an athlete first learns to shoot a basketball, they need to concentrate the reminder in playing basketball. There are three learning stages that occur whenever someone picks up a new motor skill: the conceptual or cognitive stage, the practice or associative stage, and the automatic or autonomous stage. The performer mainly relies on their cognitive comprehension of what needs to be done at the mental stage. The brain actively looks for connections with what it has already learned. Less mental effort is expended during the practice phase, but the performer concentrates on perfecting timing, coordination, and feedback quality. At this time, sensory input is crucial. As mental capacity is freed up to concentrate on more important details or the tactical application, performance becomes trustworthy in the automatic stage (Eastbrook & Collins, 2021; Koopmann et al., 2020; Santos, Camiré, MacDonald, Campos, Conceição, & Silva, 2017).

Technical expertise also entails teaching each technique component while performing it correctly multiple times. Athletes must be instructed on what to look for during the demonstration and how to connect the method to previously acquired

skills. The technical skill must be practiced to keep practices brief and frequent while the talent is still being learned and to ensure that the athletes succeed throughout each practice. Giving feedback on how the performance compares to the expected result and offering suggestions for adjusting or enhancing the performance constitutes the final phase in error correction. Recall to just correct one mistake at a time and provide clear, concise feedback when providing feedback (Fullagar et al., 2019; Nuccio, Barnes, Carter, & Baker, 2017; Springham, Walker, Strudwick, & Turner, 2018).

Furthermore, technical skill is a very popular strategy in sports to teach cognitive and psychomotor technical skills. Athletes receive information, use it to complete a task, and then are given feedback. This cycle is repeated when new information is provided. Athletes progress from the mental, practice, and automatic stages in applying those technical skills as new knowledge are added to their training expertise. The ability to decide how and when to use a technical talent in a particular context or a tactical situation is just as crucial as being able to accomplish it technically (Collins & Brymer, 2020; Connor, Renshaw, & Farrow, 2020; Kons, Dal Pupo, Ache-Dias, & Detanico, 2018).

Technical skills are essential for sports and athletic training, but they become pointless and boring without the tactical capacity to exploit them. Together with tactical skill development, teach technical skills. Athletes can benefit from a greater understanding of the relationship between technological and tactical skills, increasing their decision-making capacity (Christensen & Smith, 2018; Lentillon-Kaestner, & Roure, 2019; Lloyd, Bruhn, Sutherland, & Bradshaw, 2019).

On the other hand, technical skills are advanced by being put into practice when teaching tactical skills. This is done in sports to provide one team a benefit over the other team. Types of defense, offensive tactics and plays, and choosing who to guard on a fast break are some tactical factors in basketball. Correct tactical skills should result in appropriate clinical practice within athletic training education. The linked tactical ability involves knowing which injuries to tape differently from others, when to do specific tests in a given circumstance, which sort of splint to use and how to apply it based on the injury (Kolman, Kramer, Elferink-Gemser, Huijgen, & Visscher, 2019; Otte et al., 2019; Pinder, & Renshaw, 2019).

As a result, teaching technical skills alongside tactical abilities involves all three of the tactical triangle's essential elements. Reading a situation well is the first element. For athletes to be able to recognize the issue, they must have the capacity to gather information, put it together in a meaningful way, and pay attention to the pertinent clues. The second element is knowledge of the rules and game plan, as well as one's own and one's opponent's strengths and weaknesses, which allows one to choose from various tactical choices. Making decisions is the tactical triangle's third and final component. The use of various practice methods, instructional strategies, and questioning approaches by coaches is advocated to help athletes develop their decision-making skills (Koopmann et al., 2021; Price, Collins, Stoszkowski, & Pill, 2020; Roberts-Yates, & Silvera-Tawil, 2019).

The fourth indicator of coaching behavior is *goal setting*, which assists in emphasizing attention and is critical to maintain and to enhance motivation. Goal setting is crucial in athletics to track performance, enhance it, and reach other desirable outcomes. Regardless of the sport's difficulty or the athlete's level of competition, each athlete sets specific goals for success or failure. In actuality, it is a responsibility that both coaches and athletes must complete. The established goals offer a method for assessing performance and represent the underlying values and ideas about the sport in general. In other words, self-improvement is the focus of goals, and achieving them increases self-confidence (Kinnerk, Harvey, MacDonncha, & Lyons, 2018; Kettunen, & Kari, 2018; Spencer-Cavaliere, Thai, & Kingsley, 2017).

Goal-setting is a different, easy-to-use, but the powerful motivational strategy in sporting activities. It has been utilized in sports and is an efficient tool. The idea may not be novel, but the methods, procedures, and attitudes required to do the task have been improved and clarified. In athletes, motivation is crucial. Athletes who are motivated will work harder to improve their performance. Goals provide direction and a clear description of what has to be done. As a result, perseverance, patience, effort, and overall athletic performance all rise. Setting goals will require the athlete and the coach to decide on the best methods to meet all objectives (Bruner, Balish, Forrest, Brown, Webber, Gray, & Shields, 2017; Griffin & Papay, 2017; Healy, Tincknell-Smith, & Ntoumanis, 2018).

Furthermore, creating challenging yet achievable goals is crucial when playing sports. Goals should be challenging but not dangerous. An attainable objective that is demanding will encourage you to exert more effort within your capabilities. A threatening aim, on the other hand, is outside of one's capabilities and skills. Adapt your goals to your performance. Athletes need to talk to their coaches and review their performance history. Setting goals helps athletes develop the social skills and competitive abilities needed for dealing with other competitors and the proper behavior (Balk, De Jonge, Oerlemans, & Geurts, 2020; Lyle & Muir, 2020; Van Zyl, Roll, Stander, & Richter, 2020).

Likewise, goal-setting is crucial for helping athletes perform at their best. The process of defining goals enables students to comprehend where their performance stands now, where they wish to develop, and how they intend to do so. Sometimes,

athletes may feel worse when they set bigger ambitions. Setting methodical objectives that are more concerned with the performance and process than the final result of a competition is crucial for an athlete. The best way to increase an athlete's performance and talent is to set goals based on self-development, learning, and improvement rather than winning (Hyun & Jordan, 2020; Madrigal, 2019; Wendling & Sagas, 2020).

Finally, setting clear goals for athletes allows both the coach and the athlete to consider the methods and procedures necessary to achieve the goal. They will experience transformation and an improvement in their athletic performance once they reach the objectives they have set for themselves. Goal-setting has the power to increase team morale and its impact on sports performance in addition to boosting self-confidence. Therefore, an athlete's performance will likely improve when they are more motivated and confident (Gardner, Vella, & Magee, 2017; Morgan, Parker, Meek, & Cryer, 2020; Ronkainen, Aggerholm, Ryba, & Allen-Collinson, 2021).

The fifth indicator of coaching behavior is *competitive strategies*, which is the hunt for a favorable position to establish a good advantage against others in the sports arena. As the sports industry goes through a period of exceptional revolution, recognizing this interference and effective response is more critical than ever. The key is creating a sports team that can understand and react to emerging challenges quickly and flexibly. However, this will depend on deciding which skills an athlete wishes to develop and maintain to remain competitive (Butler, 2020; Loch, Ferrauti, Meyer, Pfeiffer, & Kellmann, 2019; Van Den Berg, & Surujal, 2020).

Competitive strategies, or the search for an advantageous position to create a lasting financial advantage over rival coaches, are the fifth sign of coaching behavior. The sports sector is through unprecedented change, making the capacity to identify this disruption and successfully adapt even more crucial. The secret is to build a sports team that can comprehend new obstacles quickly and adapt to them. To remain competitive, an athlete must decide which skills to preserve and develop (Butler, 2020; Loch, Ferrauti, Meyer, Pfeiffer, & Kellmann, 2019; Van Den Berg & Surujal, 2020).

In addition, developing competitive strategies in sports is similar to a business. In business, it is all about conveying and applying strategies, while in sports, it is about chasing improved performance, strategies, and achievement rates. One can see an athlete's performance improvement when there is a competitive strategy. Each player will be more aware of their aims and place in the team. Formulating tactics will involve open discussions and lots of set planning of techniques and tactics. As a result, athletes will be more confident about what is anticipated on the field. In other words, every athlete will have an improved understanding of their input in the team's performance and be more inspired (Cogan, 2019; Menting, S. G., Hendry, Schiphof-Godart, Elferink-Gemser, & Hettinga, 2019; Otte et al., 2020).

Competitive strategy is unquestionably an excellent technique to increase team synchronization. Aligning each participant to the same result will be a step in the 19 Process. The motives of all the players will come together, and as a result, the team's morale will rise. Athletes can cooperate in a team environment during a game if they share a shared focus and objective. (Du & Yuan, 2021; Iancheva, Rogaleva, GarcaMas, & Olmedilla, 2020; Shell, Slattery, Clark, Broatch, Halson, Kellmann, & Coutts, 2020) All participants will collaborate to accomplish success.

As a result, using competitive techniques gives athletes new incentives. Instead of merely concentrating on their performance and results, each player will start to feel accountable for the team as a whole. They are also likely to feel a sense of accountability for the results of other players. In addition, they will be driven by a desire to win for themselves and their team. In actuality, evaluating historical data is a crucial component of the strategy. By reviewing prior results and performances, the team will gain a better understanding of what to change for the next competition and the best approaches, which should not be left to coaches and management alone but a collaborative discussion (Aarresola, Itkonen, & Laine, 2017; Harper, Carling, & Kiely, 2019; North, Aramburu, & Lorenzo, 2019).

The sixth indicator of coaching behavior is *personal rapport*. It is well-known that coaches significantly impact young athletes' lives and have the power to either favorably or negatively affect their sports experiences. Sports communication is more accessible when a coach and an athlete have a good rapport. An indication of trust is open communication. However, many coaches started their careers in sports with a firm grasp of their athletes but could not establish a connection with them, which is crucial if success is the goal (Jain et al., 2018; Noor, Hassan, Soh, & Seruti, 2019; Sampaio, Sequeira, & Teixeira, 2020).

In reality, a solid personal rapport between the coach and the athlete tends to increase motivation, elicit favorable feelings, and foster a satisfying and encouraging environment during practice and competition. The attitudes of the coach and the athlete are reciprocal. In reality, looking at how an athlete perceives or assesses their coach and actions is crucial. Different expectations for the coaches and athletes and their relationships can be seen in individual and team sports. Sports achievement is affected by coaches' behavior, which is influenced by various psychological factors, including attitudes, emotions, and goals (Cengiz, Serbes, Erdoan, & Da, 2019; Jain et al., 2019; Kassim et al., 2020).

Moreover, the assessment of athletes can be influenced by three groups of variables: situational factors like the sport's nature, the intensity and nature of competition, and the team's culture; and then factors primarily related to individual differences between coaches and athletes like gender, age, attitudes, motives, and goals. A better coach—someone who is assertive rather than sympathetic—is what athletes wish they had. Therefore, in sports, having an excellent personal relationship with the athletes and their coach is crucial (Graddy, Wright, 2020; Prazeres, Silva, de Paula, Parma, Hamdan, & Ferreira; Simon, Collins, & Collins, 2017).

Furthermore, the positive outcomes or skills most significantly related to personal rapport of coaching behaviors included emotion regulation, cognitive skills, feedback, prosocial norms, and linkages to the community. Furthermore, ex-athletes who believed their coaches were successful at developing excellent character said they strongly emphasized moral growth, fair play, respect for others, and good sportsmanship. Therefore, having an excellent personal relationship with instructors helps athletes are more honest and motivated about their work (Eastabrook & Collins, 2021; Hebard, Oakes, Davoren, Milroy, Redman, Ehrmann, & Wyrick, 2021; Kegelaers, Wylleman, & Oudejans, 2020).

The last indicator of coaching behavior is *negative personal rapport*. A coach must skillfully balance coaching for learning and coaching to win during competition. However, athletes' performance is impacted when a coach and athlete have a poor personal relationship. Athletes with poor relationships with their coaches face stress, poor group dynamics, and exclusion (Cengiz et al., 2019; Jooste, Kruger, & Wachsmuth, 2019; Kassim et al., 2020).

Additionally, research findings showed that negative personal rapport contributes to a strained bond between coach and athlete. These unfavorable attitudes include screaming when upset and utilizing intimidation and terror. Athletes who supported more negative personal rapport behaviors had greater levels of sport anxiety (González-Garca, Martinet, & Nicolas, 2022; Kayda, 2021; Maydon, H., Celik, & Bayraktar, 2022). Negative personal rapport also causes sports anxiety.

The negative personal rapport between a coach and an athlete also affects athletic performance. Therefore, coaches are a highly positive influence in an athlete's life and a mentor in sports with whom the athlete forms a strong emotional connection. (Bloomberg, 2019; Jiménez López, Fernández Navas, Alvero Cruz, Garca Romero, Garca Coll, Rivilla Arias, & Clemente Suárez, 2019; Murphy, Eckhardt, Clifford, LaMotte, & Meis, 2020) A competent coach always puts the interests of the athlete before their own.

However, for some athletes, negative personal rapport in terms of being forceful, negative, and constantly speaking in a demeaning way has a positive turnout in their sporting career. Some coaches would severely yell and berate players whenever they made a mistake. Athletes have even broken down in tears due to coaches' actions and criticism. The coaching style and feedback influenced the athlete's internal reactions and external behaviors. Because of their robust psychological composition, some sportsmen respond positively to negative criticism (Druckman, Levy, & Sands, 2021; Lund, 2019; McCarthy, 2020).

However, some coaches would only advise their athletes to stop taking criticism personally. The negative personal rapport made the athlete feel defensive and start trying to ignore the remarks to save himself from the pain of the coach's harsh comments. The athlete's falling performance levels, low self-esteem, and lack of regard for this coach were brought on by the coach's actions and feedback (Devi & Chandel, 2018; Pestano, 2021; Stuntz & Boreyko, 2018).

Thus, the impact of negative personal rapport in terms of feedback and those coaches' impact on athletes' perceptions of performance, self-esteem, and motivation. The impact of a feedback session may differ from player to player since everyone draws from various prior experiences that influence how they react to a coach's comments. This is because feedback is based on an individual's interpretation and understanding of the crucial message, which is subjective (Devi & Chandel, 2018; Gul & Uskul, 2019; Noor et al., 2019).

The articles and readings mentioned above are taken from various sources that support coaching behavior as the first variable of this study. These concepts and ideas have become the anchor of this study's first objective, which is to determine the level of coaching behavior in terms of physical training and planning, technical skills, mental preparation, competition strategies, personal rapport, and negative personal rapport. Thus, reviewing related literature on coaching behaviors shall serve as a reference for other researchers undertaking similar studies in physical education.

Sports Confidence of Athletes

Sports confidence is the belief that athletes have in their capacity to carry out a physical task or skill necessary for their sport. In actuality, competence and confidence go hand in hand. Athletes typically increase their self-confidence as their ability level increases. In actuality, players' degrees of confidence might vary. For instance, novice athlete generally lacks confidence in their ability to perform or execute, but with consistent practice, competency in those talents develops, and confidence increases. As a result, perseverance and effort pay off through increased sports confidence (Forlenza et al., 2018; Machida, Otten, Magyar, Vealey, & Ward, 2017; Rintaugu, Mwangi, & Toriola (2018).

Athletes' sports confidence can relate to their general skill level and capacity to execute certain maneuvers. In sports, both general and skill-specific confidence is crucial. Athletes can differ in their levels of confidence, too. Some people could hope or believe they can do a particular talent, but as their confidence grows, they will start to believe they can. Athletes with high athletic confidence act, think, and speak with assurance. They participate in their sport and the thrill of competition while playing in the moment (Bean, Kramers, Forneris, & Camiré, 2018; Lee, Kwon, Kim, & Lee, 2021; McGinn, Alcock, & Cameron, 2018).

Sports confidence, on the other hand, differs from self-esteem. Although these names are occasionally used interchangeably, they are distinct. For athletes to succeed, faith in their abilities is crucial. The self-assurance translated into a lucrative profession. In other words, self-esteem has to do with self-concept, whereas confidence is the belief in one's capacity to do something. One critical psychological characteristic distinguishing between prosperous and poor performance is confidence (Annear, Sole, & Devan, 2019; Kuettel, Boyle, & Schmid, 2017; Lengkana, Tangkudung, & Asmawi, 2018).

High sports confidence nevertheless improved players' attitudes, feelings, and behaviors, which helped them perform better. However, the study's athletes were vulnerable to elements that could have undermined their self-assurance. These elements appeared to be connected to the sources of their confidence and, to some extent, influenced by gender. As a result, the focus of interventions to improve sport confidence must consider each athlete's unique needs. This may involve assessing an athlete's sources and forms of confidence (Jang, Eom, Lee, Choi, Choi, Kang, & Cho, 2018; Macida et al., 2017; Ruslana, Nadiia, Anastasiia, Eduard, Viktoria, & Filipp, 2019).

Sports confidence is a quality that some athletes possess from birth, but it is frequently a quality they have earned over time. In actuality, their confidence in their abilities does not come by chance or because they merely rely on inherent aptitude. There is a strong link between self-assurance and excellent athletic performance. Athletes that are confident tend to be more adept and successful at applying the mental skills needed for success in sports (Forlenza et al., 2018; Nopiyanto, Raibowo, Novriansyah, & Nanda, 2021; Soulliard, Kauffman, Fitterman-Harris, Perry, & Ross, 2019).

Sport confidence, on the other hand, foretells corporate culture in terms of competitive standards, motivating environment, and the objectives and structural expectations of sports programs. Athletes' distinctive personality traits, attitudes, and values also impact their confidence development and development. The same goes for success, self-control, and environment. Success in sport confidence affects an athlete's thoughts, feelings, and behaviors, which in turn affect their performance in sports (Castro-Sánchez, Zurita-Ortega, Chacón-Cuberos, López-Gutiérrez, & Zafra-Santos, 2018; Dongoran, Fadlih, & Riyanto, 2020; Miller, Malekian, Burgess, & LaBella, 2019).

Also, sports confidence is influenced by the physical skill and characteristics of the athlete. Sport confidence is essential to both human functioning and athletic achievement, in addition to uncontrollable elements like the weather and opponents. And so, although less confident athletes are more prone to become self-diagnostic and concentrate on their perceived shortcomings, confident athletes maintain task-diagnostic thinking by focusing on process solutions to issues when faced with hurdles. It has been discovered that athletes with high levels of sports confidence are better able to cope with pressure and challenging circumstances during the competition (Alp, Taşçiolu, Kocaekşi, & Sezer, 2021; Hooper, Cooper, Schneider, & Kairuz, 2019; Viar, 2018).

A lack of confidence has been linked to worry, despair, and unhappiness, but sports confidence has been linked to beneficial effects. Athlete with strong self-confidence guard against or suppresses crippling interpretations of pre-competition feelings that are typically interpreted negatively. Athletes, however, perform their best when they experience both anxiety and self-confidence. In fact, successful habits like putting forth more effort and tenacity have been linked to confidence. However, fear causes a reduction in performance efficiency, which is only valid if individuals believe they have a reasonable probability of succeeding (Fransen, Haslam, Mallett, Steffens, Peters, & Boen, 2017; Nasr, 2021; Shepherd, Wakefield, Stokowski, & Filho, 2019).

Moreover, achieving difficult goals while exerting all of one's energy and perseverance has been linked to high levels of sports confidence. High-confidence athletes are more likely to succeed due to their effective achievement behaviors. Because personal control depends on purpose and effort, it would seem that assigning success to personally controllable factors would be beneficial for both self-efficacy and the investment of future effort (Heydari, Soltani, & Mohammadi-Nezhad, 2018; Rintaugu et al., 2018; Vysochina, Vorobiova, Vasylenko, & Vysochin, 2018).

Furthermore, it has been demonstrated that high levels of athlete's sports confidence are associated with completing challenging goals while giving it one's all. Athletes with high self-esteem are more likely to succeed since they exhibit achievement habits. It would seem that tying success to personally controlled characteristics would be advantageous for

both self-efficacy and the investment of future effort because personal control depends on intention and effort (Heydari, Soltani, & Mohammadi-Nezhad, 2018; Rintaugu et al., 2018; Vysochina, Vorobiova, Vasylenko, & Vysochin, 2018).

In a study on the sport confidence of successful world-class sports performers, sources and types of confidence used by athletes on the world stage were recognized. It was discovered that organizational and demographic factors impact how these athletes acquire confidence. Men believed they were superior to their competitors, whereas women athletes gained confidence from a perceived competitive advantage, such as watching their rivals struggle or falter under pressure (Campa, Matias, Gatterer, Toselli, Koury, Andreoli, & Silva, 2019; Cruz-Albarrán, Burciaga-Zuñiga, Perea-Ortiz, & Morales-Hernandez, 2020; Zuniga, Downey, McCluskey, & Rivers, 2017).

Additionally, athletes with unpredictable sources of sports confidence may experience poorer or unstable judgments of competence. For instance, the threat of playing a strong opponent might make women more susceptible than males. Female world-class athletes may therefore be more vulnerable to elements of the organizational culture of world-class sports performance in terms of perceptions of sport-confidence. Male athletes are often more self-assured than female athletes but are also less vulnerable to shifts in confidence before competitions (Heydari et al., 2018; Shepherd, Wakefield, Stokowski, & Filho, 2019; Sivrikaya, 2018).

Finally, the sports confidence of athletes is affected by nine key elements. These are mastery, demonstration of ability, physical/mental preparation, physical self-presentation, social support, coach's leadership, vicarious experience, environmental comfort, and situational favorableness. The slightest setback can undue impact on performance when athletes lack confidence, even though practical workouts enhance it (Assar, 2021; Butler, 2020; Thomas, Thrower, Lane, & Thomas, 2019).

The first indicator of sports confidence of athletes is *mastery*. Athletes develop confidence when they perfect or advance their specialized skills. To demonstrate to athletes their proficiency and accomplishment in a particular area of their sport, set up mastery experiences for them during practice. Recognizing and tracking progress is essential for an athlete to show improvement in areas that still require effort (Goud, Harlianto, Ezzafzafi, Veltman, Bekkers, & Van der Wal, 2021; Hong, Ye, Wu, & He, 2022; Rintaugu et al., 2018).

Realistic yet motivating goals are essential for an athlete to successfully experience mastery since they help focus their attention and keep them motivated. Setting difficult but attainable goals aids in the confidence building of athletes. Mastery experiences aid athletes in gaining confidence in their abilities. Successful performance will bolster an athlete's self-confidence, while a poor performance will damage it (Blijlevens, Elferink-Gemser, Wylleman, P., Bool, & Visscher, 2018; Williams, Quinton, Veldhuijzen van Zanten, Davies, Möller, Trotman, & Ginty, 2021; Yalcin, & Ramazano

Furthermore, mastery can be acquired through learning how to react positively to both victories and defeats in competitions. Athletes can gain momentum toward their sports goals from both victories and defeats. A setback is an excellent teaching opportunity to revisit objectives and keep athletes from concentrating on aspects of sports that could undermine their self-confidence. On the other hand, achievement enhances an athlete's confidence in their abilities (Andronikos, Souglis, & Martindale, 2021; Falcao et al., 2020; Quinton, Cumming, & Williams, 2018).

Additionally, athletes might develop mastery through reflective training. Athletes may need to correct the error of uncritically adhering to their coach's workout plans. In the athlete-coach connection, trust is crucial, but accepting responsibility for your training and understanding its purpose can help you grow more confident. Athletes can learn and lessen their competition anxiety by reviewing their training progress and consistency, which may increase their self-confidence. Training improves an athlete's thinking and beliefs (Blijlevens et al., 2018; Darmawan, Karagiannis, Hughes, Small, & Hung, 2020; Fong, Saxton, Kauffeldt, Sabiston, & Tomasone, 2021).

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In particular, mastery goals foster task involvement and improve skill through task mastery. Performance objectives emphasize the effort of proving one's ability in comparison to others and ego growth. The mastery-performance goal dichotomy distinguishes approach and avoidance motivation. The objectives of the mastery approach are centered on achieving competence, such as attempting to master a task. On the other hand, mastery avoidance goals represent attempting to avoid incompetence, such as attempting to perform no worse than one has previously (Brumitt, Mattocks,

Engilis, Isaak, & Loew, 2019; Decroocq, Ninni, Klein, Machuron, Verbrugge, Klug, & Lacroix, 2019; Laker, Meron, Greher, & Wilson, 2016).

Hence, athletes with a more positive attitude toward competition outperform those with a larger avoidance ratio to approach goals regarding skill mastery. A strong positive association between athletic performance and the aims of the mastery approach was discovered. Sports proficiency in terms of mastery and a focus on proficiency as a goal promote intrinsic drive (Blijlevens et al., 2018; Siekanska & Wojtowicz, 2020; Williams et al., 2021).

The second indicator of sports confidence of athletes is *a demonstration of ability*, which refers to athletes' increased confidence from showing off their skills to others or establishing that they have more ability than an opponent. Athletes may regard the warm-up period before competition as an opportunity to impress and outperform their rivals. All sports are fundamentally based on an athlete's talent. Every time coaches demonstrate to their players how to enhance their technique; they must do so correctly. The most popular method of conveying information about skill performance is demonstrating new talent or technique, which is a crucial part of coaching. Attention, facilitative memory, and coaching/teaching feedback are required for effective and accurate displays of an athlete's skill (Forlenza et al., 2018; Hwang, Machida, & Choi, 2017; Lengkana, Tangkudung, & Asmawi, 2018).

While every student-athlete wants to win games, the road to success always includes setbacks and difficulties, particularly when proving one's talent. Athletes who have never suffered a crushing defeat can never understand the joy of victory. Athletes must also demonstrate their capacity to act with respect, compassion, justice, politeness, honesty, responsibility, and physical agility. In fact, according to studies by Oban, Baykan, Gürkan, and Yildirim in 2020, Hebard et al. in 2021, and Piepiora, Rauk-Kubacka, and Kubacki in 2021, this is essential to fostering a healthy competitive environment for student-athletes.

There are always winners and losers in any game or competition. Although displaying an athlete's capacity to maintain composure and integrity is a positive start, there is always room for development. Athletes who excel in competition must be mindful of the fact that they will play in more competitions in the future and must respect all opponents. Showing an athlete's ability is not just physical agility but also values such as respect, caring, fairness, civility, integrity, and responsibility. Respecting people and displaying your true self are the cornerstones of sportsmanship (Allan, Blair Evans, Latimer-Cheung, & Côté, 2020; Larkin & O'Connor, 2017; Vierimaa, Bruner, & Côté, 2018).

During competitions, shaking hands with competitors is another way to demonstrate respect. Demonstration of an athlete's ability in terms of composure and integrity is a step in the right direction; there are always more improvements that can be made. Before and after the game, players from opposing teams shake hands. Shaking hands is one of the simplest yet most effective methods to demonstrate good sportsmanship. Shaking an opponent's hand actually demonstrates maturity and respect. The best athletes can also own their errors and accept responsibility for them. True sportsmanship is displayed by players when they profess regret to their opponents and teammates (Allan et al., 2020; Lape, Katz, Losina, Kerman, Gedman, & Blauwet, 2018; Lee et al., 2021).

Another form of ability that athletes may display is words of motivation and encouragement. Good sportsmanship involves considering the language used and ensuring it does not offend other people, whether from a player advising teammates, a coach seeking clarity from a referee, or a spectator supporting a team. Respecting and obeying these principles is a necessary component of good sportsmanship. However, willful cheating and purposeful penalties are poor sportsmanship (Aitchison, Rushton, Martin, Barr, Soundy, & Heneghan, 2021; Ceglie, 2019; Fry & Hogue, 2018).

The third indicator of sports confidence of athletes is *physical/mental preparation*. Athletes gain self-assurance when they are psychologically and physically prepared for competition. Athletes can replicate a similar feeling in a future performance if they can remember how they felt physically and emotionally after a successful performance. Athletes must progress and improve their ability to reach regulate their environment as well as their performance on the mental, emotional, and physical levels. Athletes' physical and mental preparation includes developing a strategy for the competition, managing their nervousness, and improving their motor skills. In other words, an athlete can control their ideas, attitudes, and behaviors thanks to physical and mental training. Realizing that improving physical strength can, and his actions. Knowing that physical strength can be improved through training, mental strength can also be developed through some methods (Lee et al., 2021; Satheeshkumar, 2019; Bisht & Srivastava, 2021).

Moreover, athletes' physical/mental preparation also includes physiological, tactical, technical, and nutritional preparation. A solid physical/mental level distinguishes a bare sportsman champion. An athlete who has warmed up physically and psychologically is more effective right from the start of the exertion. Athletes' ability to succeed is directly related to how

well they mentally and physically prepare for their competition (Berg & Warner, 2019; Schulenkorf, Sherry, Siefken, Tauhalaliku, & Richards, 2021; Berg & Warner, 2019).

Developing physical/mental toughness enables athletes to perform at their full potential, even under pressure. How a player prepares physically and mentally for a game will determine how well they perform. In fact, physically and mentally prepare athletes to maintain their composure and recover quickly from setbacks. Athletes are physically and emotionally prepared for rugged conditions by being exposed to them repeatedly during games or competitions (Latella & Haff, 2020; Bonk, 2021; Satheeshkumar, 2019).

Lastly, physical/mental preparation can help athletes progress in muscular strength, endurance, power, foot speed, quickness, agility, flexibility, and balance.

Preparing physically/mentally requires innovative training, nutrition, and rest during peak performance. Therefore, an athlete who devotes time to training the right way, both mentally and physically, eating an optimal diet, and sleeping smart their body and mind will be equipped for whatever comes at them in sport and life (Assa, Geva, Zarkh, & Defrin, 2019; Bisht, & Srivastava, 2021; Maharani, Ruliana, & Ritonga, 2020).

The fourth indicator of sports confidence of athletes is *physical self-presentation* which states the process by which athletes attempt to monitor and control how other people observe them. They also try to make an impact on other people. People typically work hard to present others with accurate perceptions of who they are. However, individuals may emphasize some aspects of themselves and minimize others depending on the circumstances. If athletes think people view them favorably, they will feel more confident. The perception of that behavior among athletes is vital to their confidence. They will feel more confident if they think their opponent sees them favorably. However, self-doubt may develop if they think their adversary has a poor impression of them (Reis, 2022; Hill, Carvell, Matthews, Weston, & Thelwell, 2017; Thatcher & Hagger, 2018).

In a job interview for a new coaching post, people frequently emphasize their favorable traits, such as organizational abilities and a past win-loss record, and avoid bringing up their negative traits, such as poor time management and athlete retention. There are also circumstances where people may consciously choose to leave a bad impression. For instance, some athletes act unprepared in class while they are prepared (Ali, 2021; Pluhar, McCracken, Griffith, Christino, Sugimoto, & Meehan III, 2019; Ruslana et al., 2019).

Additionally, physical self-presentation can happen in practically any situation, especially in settings for sports and exercise. In these situations, self-presentational issues may influence whether or not a person engages in physical activity. Participation in sports and fitness can also affect how one presents themselves. Concerns about their appearance can inspire many people to engage in physical activity (PA). There are clear criteria for the ideal physical look of men and women, with males having a muscular, lean body and women having a slim, toned figure (Cangur, Yaman, Ercan, Yaman, & Tok, 2017; Vealey et al., 2017; Wang, Hu, Luo, Shen, Wang, Li, & Yin, 2022).

Athletes can also achieve these goals and maintain or enhance their Physical self-presentation by engaging in self-directed sports and exercise. Some people are motivated to be active by wanting to look more physically attractive to others. In addition to physical appearance, wanting to be seen as an athlete or an exerciser may motivate people to engage in more physical activity. One explanation is that people who identify as exercisers are seen more favorably than non-exercisers on various physical and psychological traits. Like being physically fit, being strong, coordinated, and swift can produce better results. For instance, many people consider athletes to be their role models. People may engage in PA to cultivate these favorable societal perceptions (Kuśnierz, Rogowska, & Pavlova, 2020; Rogowska, 2020; Soulliard et al., 2019).

Competitive anxiety, which arises specifically in competitive sports, is one of the most prevalent self-presentational responses in sporting contexts. Even though worry might have many different causes, some are self-presentational. Athletes may worry, for instance, that if they make mistakes or appear incompetent in front of spectators, teammates, and coaches, they will look foolish. Especially in sports like gymnastics and figure skating, where physical attractiveness is evaluated as a component of success, they could worry about how people will perceive their bodies. Anxiety is brought on by weight limits in sports like rowing or wrestling or by the attire that is unusually exposed in activities like swimming and diving. In extreme situations, anxiety may cause choking. Put, misfiring in the circumstances (Furley & Schweizer, 2020; Horn & Smith, 2018; Renfrew, Howle, & Eklund, 2017).

In addition, a self-presentational response that is common in sports and exercise contexts is social physique anxiety (SPA), which is the anxiety that occurs when others evaluate one's body. Interestingly, both higher and lower levels of PA have been correlated with SPA levels. Because athletes are accustomed to having their bodies scrutinized by others, involvement at higher competitive levels is typically connected with lower levels of SPA. The PA environment may also increase the

likelihood of SPA due to several variables. For instance, higher SPA levels are linked to the use of mirrors, the presence of men (for women), leadership styles, and the wearing of exposing apparel (by oneself or others) (Devonport, Leflay, & Russell, 2019; Kettunen, & Kari, 2018; Miller, & Siegel, 2017).

Last, the self-presentational response is efficacy, which is people's confidence in creating the impression they want in others. These images frequently focus on being viewed as physically fit, skillful, and handsome in contexts including exercise and sports. According to studies by De Francisco, Arce, Graa, Sánchez-Romero, Samuel, Tenenbaum, Galily, and Sivrikaya (2018), those with higher self-presentational efficacy tend to be more active than people who have lower self-presentational efficacy.

The fifth indicator of sports confidence is *social support*, a vital coping resource for athletes recovering psychologically from an injury. Athletes experience confidence-boosting support and motivation from people who are important to them, whether or not they are involved in sports. A solid social network made up of coaches, teammates, family, friends, and other people should make athletes feel supported. In reality, it mitigates the adverse effects of stress on injured athletes, indirectly affecting their emotional health. In other words, social support could make an injury less traumatic for an injured athlete (Chan, 2020; Fogaca, 2021; Katagami, & Tsuchiya, 2017).

Additionally, social support could boost an injured athlete's drive during recovery and help them cope with the injury. Additionally, mounting research points to the possibility that emotional social support—defined as demonstrations of love, trust, and caring—may be essential to wound collegiate athletes' ability to heal. Other forms of social support include instrumental support—providing actual assistance and services—and informational support—providing guidance, ideas, and knowledge. Injured collegiate athletes may access this support as part of injury therapy (Arnold et al., 2018; Griffin et al., 2021; Williams et al., 2017).

Although social support is available for injured student-athletes, psychologists may not meet their requirements since they may only sometimes be trained in the psychology of sport and exercise. For disabled athletes, coaches are crucial providers of emotional and social support. In comparison to athletes who were unsatisfied with the social support they received from coaches, athletes who were very satisfied or satisfied with that support were less likely to experience symptoms of depression or anxiety when they returned to play (Chan, 2020; Fogaca, 2021; Griffin et al., 2021).

Moreover, social support from coaches is one of the significant supports injured athletes rely on to cope with their injuries. This social support can help injured collegiate athletes recover more quickly, physically and psychologically. When injured athletes returned to play after receiving social support throughout their recuperation, they were noticeably less likely to have depressive and anxiety symptoms. These athletes also expressed greater satisfaction with the social assistance they received (Brown et al., 2018; Gabana et al., 2017; Ren et al., 2021).

Social support is often seen as a successful psychological treatment for athletes recovering from injuries. Social support aids in coping, lessens stress and helps wounded athletes maintain their concentration and motivation during recuperation. From the moment an athlete is injured until they are able to resume unrestricted activity, athletic trainers continuously monitor their progress. In terms of social support, athletic trainers are frequently more readily available and make a more outstanding contributions to overall well-being than coaches and teammates (Brown et al., 2018; Gabana et al., 2017; Knight et al., 2018).

Social support from ATs may only be the first stage in psychological rehabilitation, as there was no correlation between whether wounded athletes received social support from coaches during their physical recovery and the psychological results at returning to play. Additional measures are required to maximize both the quantity and quality of social support in order to assist wounded athletes in coping with post-injury psychological anguish. To address the demands of wounded athletes, it is crucial to give the appropriate kind of social support at the appropriate time (Cranmer et al., 2017; Freeman, 2021; Poucher et al., 2018).

The sixth indicator of sports confidence of athletes is *the coach's leadership*. Athletes can follow their teammates while they train or compete. Athletes can use technology to observe more experienced athletes effectively execute skills. Successful coaching alters an athlete's behavior as a result of the coach's efforts and persuades others to act in the way the manager/coach wants them to. The assignment may be finished, and the coach's needs may be met, but the players' needs still need to be considered. Coaching is effective when athletes execute in line with the coach's expectations while having their personal needs met. Effective coaches focus on winning a particular competition and preserving excellent ties with the squad (Anstiss et al., 2020; Pierce et al., 2020; Rintaugu et al., 2018).

Meanwhile, effective coaching leadership results in the athletes reaching: personal achievements, performance goals, and positive psychological outcomes. Athletes' competence, confidence, connection, and character are all improved by coaching,

which is the consistent application of integrated professional, interpersonal, and intrapersonal knowledge. According to Lawrason et al. (2019), Moradi et al. (2019), and Turnridge & Côté (2019), each athlete adds meaning to overt coaching behaviors, which shapes the athlete's attitude toward the coach and the sport experience.

As noted, the coach's leadership is very significant in athletes' lives and their role in the athletes' sport experience. The relationship between the coach and the athlete is essential to the coaching process. Most coaches behave in ways that foster their athletes' success and personal growth. In other words, coaches can positively affect an athlete's behavior, psychological and emotional health, and athletic performance. The coach-athlete relationship significantly impacts athletes' success in sports (Hong & Jeong, 2020; Junior et al., 2018; Kim et al., 2018).

In actuality, players of any age benefit from strong coaching leadership qualities. The coach has the most power over them; thus, if they perceive the coach to be a good, strong leader, it will motivate them to work harder to achieve their goals. Leadership skills are essential for the coach to complete the skill or training session without too many obstacles and interruptions. Coaches become aware of what they need to work on by doing things like paying closer attention to the athlete or simply listening more.

Effective coaching leadership involves developing a good rapport with the students or athletes, challenging them, and motivating them to achieve their goals. Because it is simpler to learn from someone you can trust, coaches must work to build a solid rapport with their athletes. In addition, pushing an athlete beyond their comfort zone is essential for their development and helps coaches better understand their limits. Finally, a coach can motivate athletes to achieve their most excellent outcomes by exhibiting strong leadership qualities (Falcao et al., 2020; Mehmet-Ali, 2018; Moreno-Arrebola et al., 2020).

The seventh indicator of sports confidence of athletes is *vicarious experience*. Athletes gain confidence from watching others perform successfully. Because of this, the host team usually has the upper hand. Athletes should familiarize themselves with the venue before a tournament if they are traveling (Olufemi et al., 2018; Pindar Mary, 2018; Thomas et al., 2021).

Vicarious experiences also include direct observation of one's performance or that of another. This raises expectations for effectiveness, especially while seeing compelling performances. Through watching others persevere in their efforts until the performance outcome fits the self-created criteria produced from vicarious experiences, self-efficacy can be used to judge performance in sports and fitness. Consequently, vicarious experiences increase people's sense of self-efficacy, which improves performance (Lee et al., 2021; Pfeifer et al., 2019; Weight, 2020).

In addition, vicarious experience or modeling shows an athlete how to perform a task exactly how you want it done. When individuals observe someone else perform, especially when that person is at their ability level, they are more likely to assume they can also complete the task. Another factor influencing athletes' self-efficacy is watching others carry out a task. Additionally, an athlete's self-confidence may rise if they see someone else successfully carry out a particular behavior that is within their range of abilities (Erickson et al., 2019). However, merely witnessing a skill is insufficient. The confidence one has in oneself to duplicate or copy what one has watched is more significant. The vicarious experience thus increases athletes' faith in their abilities.

The eighth indicator of sports confidence of athletes is *environmental comfort*. Athletes gain confidence from feeling comfortable in a competitive environment. By providing athletes with the ideal psychological environment, we will raise their chances of realizing their full performance potential. More work must be done to determine who will play where and how the exact plays and game plan will be executed. The setting effectively brings out the best performance from the athletes (Jowett & Wachsmuth, 2020; Moore, 2017; Simpson et al., 2017).

Environmental comfort focuses more on the psychological atmosphere than the game's physical setting. The likelihood that a player would respond favorably to a setup increases with the coach's level of player comprehension and relationship with them. Players that are content with their roles often align better to perform at a greater level. Coaches, management, and support staff must get to know their players personally and professionally. By developing these relationships, familiarity, and comfort are developed, fostering a healthy sense of trust and openness essential for getting athletes to perform at their best (Jeukendrup, 2017; Pattiasina, 2021; Thurecht & Pelly, 2020).

In addition, environmental comfort can be produced by cultivating transformational leadership and incorporating a player-led mentality into this setting. The first two environmental factors—the athletes' personal and professional lives—can be they were checked off once a general impression of a supportive culture had been created. In exchange, coaches help their athletes learn leadership, responsibility, and accountability. To create a healthy sporting environment, coaches must be urged to involve players in a range of deliberate decision-making processes and to give some players the authority to take charge in various circumstances (Bissett & Tamminen, 2020; Moreland et al., 2018; Ryan et al., 2018).

However, the environmental comfort of athletes can sometimes crumble when tasks get a little challenging. They frequently need to work on cultivating the internal environment or purpose that will keep them resilient in the face of difficulty. Coaches and athletes have similar goals in mind. The persistence of this motivation can be increased by coaches, who can also give athletes a place to turn when times are tough.

Contrary to an ego outcome-oriented motivational climate, coaches must be encouraged to create a task- and process-oriented motivating climate (Lengkana et al., 2018; Maruyam et al., 2020; Ono et al., 2019).

Ego can comprise the environmental comfort of athletes motivated by rewards, results, status, and money, where the focus is solely due to self-worth based on results. But, a joyful environment encourages an athlete's development, growth, and forward motion. To establish a motivating environment where improvement, strengths, growth, and learning are celebrated and encouraged, coaches must present opportunities. Although ideal, this takes time and may call for a mental adjustment among various players and coaching personnel (Dehghansai et al., 2020; Griggs et al., 2020; Pritchett et al., 2020).

However, the sports environment is the determining factor between success and failure. These environments are challenging when coaches and athletes have different visions and passions for what is being developed. This is essential for providing players with the most professional psychological environment. Each participating person possesses a sizable expertise set that will unavoidably significantly enhance your entire arrangement. Having the proper individuals extends farther into the playing base and the coaching, management, and support personnel. Compared to solely picking players based on talent and skill, selecting players based on behavior and attitude will produce longer-lasting beneficial benefits (Forlenza et al., 2018; Gencer & ztürk, 2018).

Similarly, coaches and management staff need to adopt an organic approach where they embrace innovation, capitalize on change, evolve as a body, and continuously seek to apply their newly acquired knowledge. Sports may be compared to any business with a product in many ways. The goal of daily operations should be to maximize the value of the product and maintain a competitive advantage. To keep up with the constantly evolving demands of contemporary sports, athletes need fresh, ground-breaking knowledge about how to improve as performers. As a result, an atmosphere conducive to sports participation and comfort is always subject to change (Larson-Meyer et al., 2018; Silvestri et al., 2020; Vigário et al., 2020).

A competitive and comfortable environment for the athletes is also necessary to create the best conditions for attracting high-performing athletes. Athletes are likely to perform as they become more professional competitively (Johnson et al., 2020; Lengkana et al., 2018; Russell et al., 2019).

The ninth and final indicator of sports confidence is *situational favorableness*. When athletes believe that the odds are on their side, they become more confident. Compared to the other sources, this is more challenging to control. However, if athletes view challenging situations as opportunities or challenges rather than barriers, it can boost their confidence (Henderson et al., 2019; Levi & Jackson, 2018; Rintagu et al., 2018).

In actuality, the situational favorableness of a particular situation depends on three distinct factors. Leader-Member Relations come first. This is the confidence and trust you have earned from your team. A leader who is more respected and influential inside the group is in a better position than an unreliable one. Task Structure, which describes the type of task an athlete performs—clear and structured or hazy and unstructured—comes next. Unstructured activities or assignments the team and leader are unsure how to complete are poorly received. The coach's ability to lead the team and impose rewards or penalties is determined by the power of the leader's position. The more power a coach has, the more favorable the athlete's situation (Aylott et al., 2020; De Leng et al., 2018; Ibrahim et al., 2018).

Additionally, situational favorableness is regarded as a form of situational control—either relationship- or task-oriented coaches. Relationship-oriented leaders focus on strengthening bonds with followers, unlike task-oriented leaders, who are more interested in optimizing performance or goal fulfillment among followers. The caliber of leader-member interactions determines how effective a coach's interpersonal relationships are. The circumstance is said to be most advantageous and have the most situational control when the work and goals being pursued are clear and structured (Foulds & Hoffmann, 2019; Muhamad & Haqiyah, 2019; Prosoli & Barić, 2018).

Furthermore, a most favorable situation is one in which the group shows harmony, the leader is strong, and the task is straightforward. It can be the case that the group members have been working together for some time. They are familiar with one another's play and strategies. All team members know what to do when the team leader makes just one call. The least desirable scenario is one where there is tension inside the group, there needs to be clarity about the work at hand, and

the leader is incapable of handling it. This could happen when a team plays in a brand-new competition for the first time as a unit. A leader must be needed (Albers, 2020; Adzhar et al., 2019; Königstein et al., 2021).

On the other hand, a moderately favorable situation occurs when there is some group harmony and a degree of clarity in the task being undertaken or when the leader is relatively strong. When one or two new players join an established team, the members may discuss the best position for them to play, which could lead to a scenario like this. The least desirable scenario is one where there is tension inside the group, there needs to be clarity about the work at hand, and the leader is incapable of handling it. This could happen when a team plays in a brand-new competition for the first time as a unit. Someone must assume leadership. (Adzhar et al., 2019; Olufemi et al., 2018; Serrano et al., 2019).

The articles and readings mentioned above are taken from various sources that support sports confidence among athletes as the second variable of this study. The above literature cited the importance of sports confidence, which is the basis of the second objective of this study: to determine the level of sports confidence among athletes in terms of mastery, demonstration of ability, physical/mental preparation, physical self-presentation, social support, coach's leadership, vicarious experience, environmental comfort, and situational favourableness.

Correlation Between Measures

The importance of the coach in the formation and growth of sports teams and the players' performance cannot be overstated. As a result, coaching behavior fosters a team environment that impacts athlete development (Cranmer et al., 2020; Jowett & Arthur, 2019; Judge et al., 2021). Williams, Krane, and colleagues (2015) examined how coaching practices affect athletes' sports confidence in their study. An examination of correlations revealed a favorable association between the two variables. Based on their research on the interpersonal elements and views of the coach-athlete connection as it relates to collegiate athletes and coaches of different genders, Misasi et al. (2016) also support this. Findings following a detailed review of the survey data on the interpersonal aspects and perceptions of the coach-athlete relationship concerning collegiate athletes and coaches of different genders showed a significant positive correlation between coaching behavior and athletes' sports confidence.

Additionally, Kim and Cruz (2016) performed a meta-analysis to assess the connection between leadership coaching behaviors and athlete sports confidence. The findings indicated that a coach significantly impacts how well their players perform and succeed in sports. Similarly, a study on Filipino athletes was carried out by Ignacio III, Montecalbo-Ignacio, and Cardenas (2017) to ascertain the relationship between athletes' perceived coaching practices and their sporting confidence. The findings showed a connection between coaching techniques and athletes' sporting confidence. Athletes were more satisfied with their coaches when they showed more training and teaching and provided praise, awards, and positive feedback. Additionally, González-García, & Martinen (2020) found that rewarding coaching behavior was considered the best predictor of sports confidence of athletes.

Finally, a study investigated the relationship between the extent of coaching behavior and the level of athletes' sports confidence and team cohesion. The findings demonstrated that the leadership behaviors of coaches predicted a unique part of the variance of sports confidence of athletes and team cohesion. Therefore, a significant relationship was found between the leadership behaviors of the coaches and the level of athletes' sports confidence (Fransen et al., 2018; Jain et al., 2021; Rubio et al., 2018).

The above literature provided evidence of the importance of coaching behavior on the sports confidence of athletes. These articles and studies reference the third objective, which is to determine the significant relationship between coaching behavior and sports confidence. Therefore, positive coaching behavior determines the athlete's confidence in sports.

Theoretical Framework

This study is anchored on B.F. Skinner's (1904–1990) theory of operant conditioning for sports coaching is that sports coaches influence athletes' learning and development. Sports coaches adopt various coaching approaches to support athlete learning, despite generally possessing a low awareness of their behaviors and practice. However, regardless of a coach's preference, all coaching practice reflects implicit assumptions about coaching and learning rooted in intense personal experiences and beliefs (Lyle & Cushion, 2017). The theory of operant conditioning is particularly relevant when considering pedagogical activities, such as sport coaching behaviors (Roberts & Potrac, 2014). The role of reinforcement and punishment modify the athlete's behavior. An observable response or behavior will change because of a consequence, such as reinforcement or punishment (Cassidy et al., 2016). Learning occurs when behavior is rewarded or punished, as an association is made between a behavior and its associated consequences. Therefore, the coach's positive reinforcement adds an extraordinary stimulus to strengthen athlete behavior and increase the likelihood of it occurring again. Coaches direct athletes, and the coaching behavior significantly impact them. The tasks of coaches in most settings have a variety of tasks, such as planning

practices and game strategies, organizational tasks, and mentoring athletes, which include more than coaching fundamental skills and tactics.

Another theory that supports this study is the achievement goal theory (AGT) by Nicholls (1984), a commonly used theory in sports psychology. AGT, it incorporates two primary achievement goals that reflect the purpose or focus of behavior in the achievement setting, such as mastery and performance goals proposed to predict cognitive, affective, and behavioral responses in achievement settings. Mastery goals are concerned with developing ability, mastering a skill, and self-referenced judgments of competence. Performance goals are concerned with proving ability and a normative definition of competence. Mastery goals have been linked with greater sports enjoyment. However, there is less evidence regarding the influence of performance goals (Morris & Kavussanu, 2009).

In addition, this study is also supported by the Sports Confidence theory by Vealy (1986), an achievement motivation based on the concept of sports confidence. An athlete, who is successful in one sport, enjoys a general feeling of sports confidence that they will be able to transfer to new sports situations. The theory predicts that athletes will develop self-confidence as they experience task mastery and an expectation of success.

Thus, the researcher personally chose these theories because of their proven significant contribution to the existing sports literature. In essence, coaching behavior is said to influence the sports confidence of athletes. The coaches' ability competence influenced their behavior to use more positive feedback and appropriate training and instruction that build athletes' confidence.

Conceptual Framework of the Study

The conceptual framework of this study is shown in Figure 1. The independent variable of this study is coaching behavior which is adopted from Coaching Behavior Scale for Sport by Carlsson, and Lundqvist (2016) with the following indicators such as *physical training and planning*, *technical skills*, *mental preparation*, *competition strategies*, *personal rapport*, and *negative personal rapport*. *Physical training and planning* refer to coach's plan for physical preparation. *Technical skills* refer to coach's behavior in reinforcing correct technique. *Goal setting* refers to coach's behavior in setting long-term goals. *Mental preparation* refers to coach's behavior in giving advice to perform under pressure. *Competition strategies* refers to coach behavior to help athletes stay focused in competitions. *Personal rapport* refers to coach's behavior as a good listener. *Negative personal rapport* refers to coach's behavior which intimidates athletes physically.

On the other hand, the dependent variable of this study is sports confidence of athletes which is derived from Sources of Sport Confidence Questionnaire (SSCQ) by Vealey et al. (1998) with the indicators such as *mastery*, *demonstration of ability*, *physical/mental preparation*, *physical self-presentation*, *social support*, *coach's leadership*, *vicarious experience*, *environmental comfort* and *situational favourableness*. *Mastery* refers to how athletes gain confidence from mastering or refining their personal skills. *Demonstration of Ability* refers to how athletes increase confidence from displaying off their skills to others or demonstrating that they have more ability than an opponent. *Physical and Mental Preparation* refers to how athletes gain confidence from feeling physically and mentally prepared with an optimal focus for performance. *Physical Self-presentation* refers to how athletes gain confidence if they believe that others perceive them in a positive way or when. *Social Support* refers to how athletes gain confidence from perceiving support and encouragement from others that are significant to them in or out of sport. *Vicarious Experience* refers to how athletes gain confidence from observing others perform successfully.

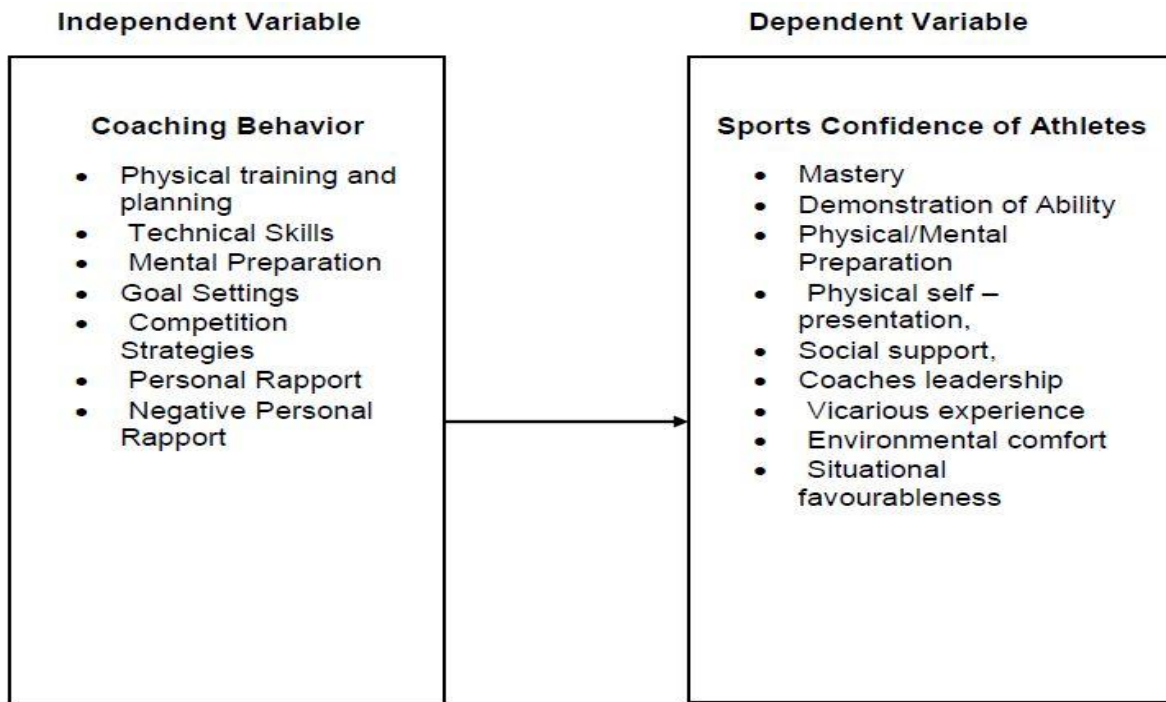


Figure 1. Conceptual Framework of the Study

Shown in Figure 1 is the conceptual framework of the study. The independent variable of the study is the coaching behavior in terms of physical training and planning, technical skills, mental preparation, competition strategies, personal rapport, and negative personal rapport. On the other hand, sports confidence of athletes is the dependent variable of this study in terms of mastery, demonstration of ability, physical/mental preparation, physical self-presentation, social support, coach's leadership, vicarious experience, environmental comfort, and situational favorableness. The arrow shows the relationship between the two variables.

Significance of the Study

The study's findings help coaches design training to address student-athletes' needs. Moreover, the result of this study may also help in educating student-athletes on how to achieve sports confidence in their field of sport. This will serve, in addition, as a considerable tool to evaluate skills and competence in identifying the strengths and weaknesses of the athletes.

The school management, coaches, and teachers may use the findings of this study as a basis for supporting athletes in terms of training. Furthermore, teachers and students may use the findings of this study as a guide or as a reference for further study about the said variables. Finally, this study may be of big help to use as a basis for future researchers who may conduct a similar study.

Definition of Terms

The following terms are defined operationally to clarify their use in the study. **Coaching Behavior.** In this study, this refers to how coaching behavior affect

physical training and planning, technical skills, mental preparation, competition strategies, personal rapport and negative personal rapport which entail coaches to be more competent in handling their athletes.

Sports Confidence of Athletes. In this study, this refers to how confident the athletes are in terms of mastery, demonstration of ability, physical/mental preparation, physical self-presentation, social support, coach's leadership, vicarious experience, environmental comfort and situational favorableness.

II. METHOD

This chapter presents the research design, research locale, sample population, research instrument, data collection, and statistical tools.

Research Design

The study utilized a quantitative non-experimental design using a descriptive-correlational design. Thomas and Nelson (2017) state that a non-experimental quantitative research design uses a correlation technique to assess the association between two variables, assuming a cause-and-effect relation. Additionally, non-experimental quantitative research is a design that lacks the manipulation of an independent variable, control of extraneous variables through random assignment, or both. Moreover, this design examines social phenomena without direct manipulation of the conditions that the subjects experience. There is also no random assignment of subjects to different groups (Creswell, 2002).

The researcher further utilized the descriptive-correlational design, a quantitative non-experimental design. According to Nora (2021), descriptive correlational design describes the variables and the relationships that occur naturally between and among them. In this design, the researcher is primarily engrossed in unfolding relations among variables without looking to establish a causal connection.

The researcher further utilized descriptive-predictive research, a quantitative non-experimental design. In predictive research, relationships between personalities construct assessments, and their connections to seemingly unrelated occurrences are explored along with domain (for instance, demographics, experiences, and behavioral results). Mon, Akkadechanunt, and Chitpakdee (2022) used descriptive-predictive to determine the causal variable's predictability to the outcome variable. This study's predictive variable is the coaching behavior regarding physical training, technical skills, mental preparations, goal setting, competitive strategies, personal rapport, and negative personal rapport. At the same time, the outcome is its effect on the sports confidence of athletes.

Research Locale

This study was conducted in seven public junior schools in Santa Cruz, Davao Del Sur. There were three schools in Santa Cruz South and four in Santa Cruz North. Santa Cruz is located in Davao del Sur, a province in the Philippines located in the Davao Region in Mindanao. Santa Cruz Municipality is a first-class municipality in the Philippine province of Davao del Sur. According to the 2015 census, 90,987 people were living there. The Metropolitan Davao includes the Municipality of Santa Cruz.

Sta. Cruz is Mindanao's third-oldest town and was founded formally on October 5, 1884. The Bagobo term LABO, which means marshes, was the first name given this gulf. The region's first inhabitants were members of the Bagobo-Tagabawa tribe, commanded by Datu Ali. Pioneers claim that Sta. Cruz got its name in 1880 when Spanish colonizers tried unsuccessfully to convert the stubborn residents to Christianity by planting a cross beneath a shelter. Another group of immigrants moved into the area next to the cross, which was close to the location of the current municipal building, and the area became known as "SA CRUZ," which translates to "at the cross."

Hence, these schools are mainly situated along the highways, accessible to the researcher. Thus, these schools are personally chosen by the researcher because of the safety and accessibility of the location.

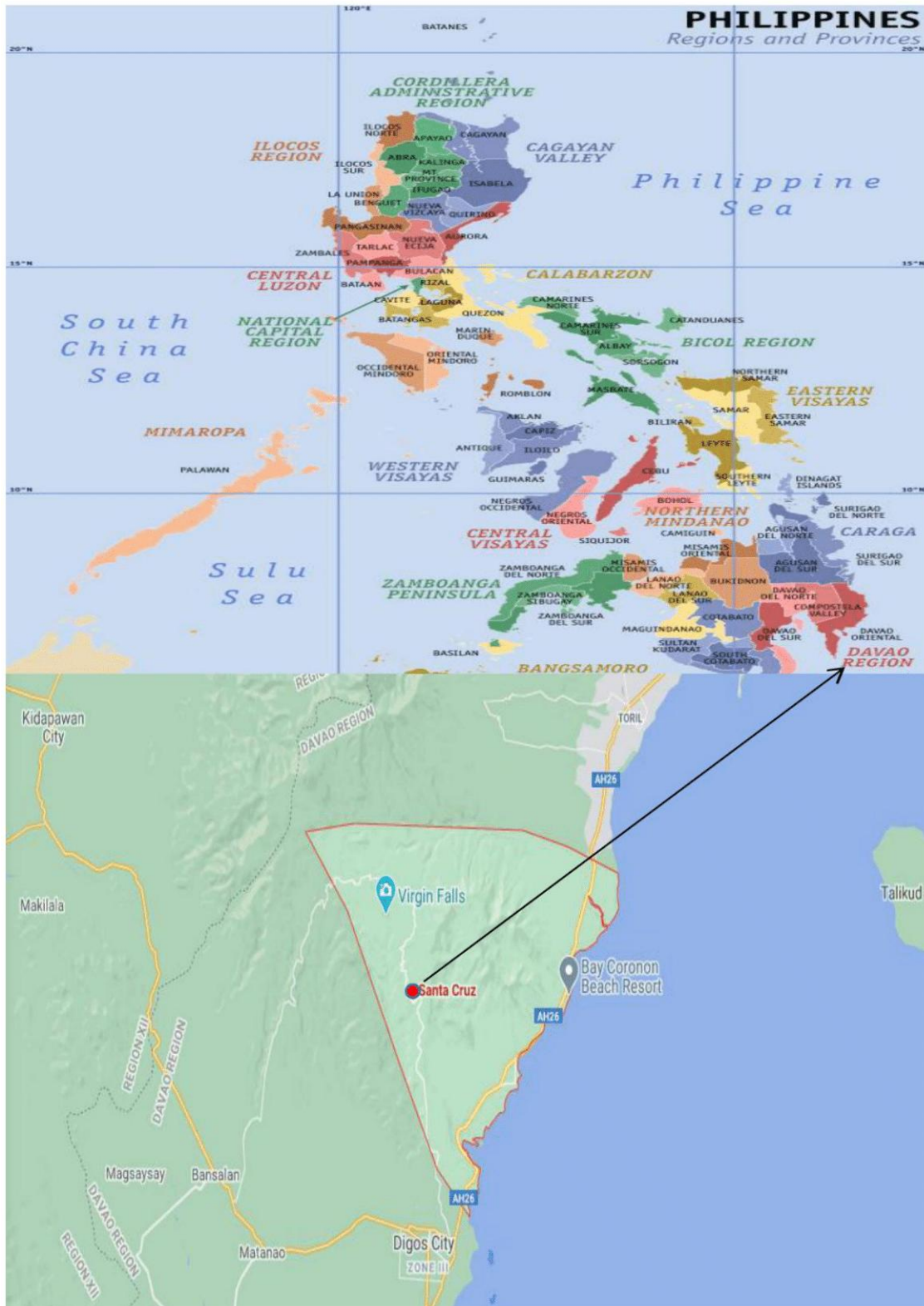


Figure 1. Geographic Location of the Study

Population and Sample

The respondents of this study were 210 student-athletes from a total of 218 population of athletes in the public secondary schools of Santa Cruz, Davao del Sur. These student-athletes were from Junior High School (Grades 7-10) playing different sports. According to Green (1991), the minimum number of 200 respondents is an adequate sample size – only the athletes within the specified selected public secondary schools of Sta. Cruz was included as a respondent to this study.

A simple random sampling technique was used to choose study participants from Sta – Ana public secondary schools. Cruz, Davao Oriental. According to Meng (2013), simple random sampling is a type of sample selection in which a researcher randomly selects a subset of a population and requires a single random selection and little background knowledge of the population; this method is the simplest of all the probability sampling methods. The conduct of survey started from October 2021 to January 2022.

The respondents of this study were student-athletes from Grades 7 to 10 who were officially enrolled for the academic year 2020-2021 at the public secondary schools of Sta. Cruz, Davao del Sur. These students were the only ones fit to answer the survey questionnaire. Students not enrolled in junior and senior high school and who did not belong to the identified areas were excluded from the study. The respondents were chosen based on the inclusion criteria given. The intended responders, however, had the option of declining to participate in the survey. They were urged to return the survey forms to the researcher for destruction instead that being compelled to respond. If anyone felt uncomfortable, they were allowed to stop participating without facing any consequences or penalties.

Additionally, an assent form was secured from these respondents to willingly participate in the study since they needed to be older to give informed Consent. However, they were at the right age to understand the objectives of this study, its potential risks and benefits, and their roles as respondents.

Research Instrument

The study utilized two questionnaires such as the Coaching Behavior Scale for Sport by Jean Cote to measure the Leadership/Coaching behaviour of the Sports Coaches and the Sports Confidence Assessment Tool from the Mental Game Coaching Professional (MGCP) by Coach Barb Kia in measuring the Sports Confidence of the Athletes. Furthermore, some modifications were done to the questionnaire. Modified questionnaires were subjected to validation by a panel of experts and pilot testing. Using Cronbach Alpha, the results found an excellent descriptive level for coaching behavior with a mean score of 0.918 and an excellent descriptive level for Sports Confidence with a mean score of 0.951 which is based on the following Alpha Cronbach value by Konteng et al (2009).

The researcher used a five-point Likert Scale in assessing the level of coaching behavior as follows:

| Range of Means | Descriptive Level | Interpretation |
|----------------|-------------------|--|
| 4.20 - 5.00 | Very High | This means that coaching behavior is always manifested. |
| 3.40 - 4.19 | High | This means that coaching behavior is often manifested. |
| 2.40 - 3.39 | Moderately High | This means that coaching behavior is sometimes manifested. |
| 1.80 - 2.59 | Low | This means that coaching behavior is seldom manifested. |
| 1.00 - 1.79 | Very Low | This means that coaching behavior is never manifested. |

In terms of the level of Sports Confidence of the Athletes, the following rating scales were adopted:

| Range of Means | Descriptive Level | Interpretation |
|----------------|-------------------|--|
| 4.20 - 5.00 | Very High | This means that level of sports confidence of athletes is always manifested. |
| 3.40 - 4.19 | High | This means that items on the level of sports confidence of athletes are often manifested. |
| 2.40 - 3.39 | Moderately High | This means that items on the level of sports confidence of athletes are sometimes manifested |
| 1.80 - 2.59 | Low | This means that items on the level of sports confidence of athletes are seldom manifested. |
| 1.00 - 1.79 | Very Low | This means that items on the level of sports confidence of athletes are never manifested. |

Data Collection

The following steps were undertaken to gather the data for the study. During the pre-administration, a letter requesting authorization to carry out the study was written to the Department of Education, Division of Davao del Sur. Upon securing an endorsement from DepEd, another request letter was sought and sent to the school heads of the target participating schools to launch the study. Upon approval, the researcher reproduced the survey questionnaires to launch the study to the target respondents. Informed Consent was secured from the coaches and athletes of the selected secondary schools of Sta. Cruz, Davao del Sur, to ensure that a respondent has voluntarily agreed to participate before beginning a survey. Then, the actual launching of the study followed. To get the possible data, the respondents were given enough time to answer and analyze the questions. The researcher immediately retrieved the surveys. The acquired data were then totaled, and statistical analysis was performed.

Statistical Tools

In order to achieve the desired outcome of this study, the following statistical tools were utilized:

Mean was utilized in analyzing the extent of coaching behavior of the sports coaches and level of sports confidence of the athletes.

Pearson r correlation was used to determine the significant relationship between the extent of coaching behavior of the sports coaches and level of sports confidence of the athletes.

Regression Analysis was utilized to determine which domain of leadership/coaching behavior of the sports coaches significantly influence the sports confidence of the athletes.

Ethical Consideration

The following ethical considerations were followed: The researcher secured an approval from the Research Cluster of Ethics Committee of University of Mindanao. Request letters were also sent to Department of Education, Division of Davao del Sur and the school heads of the target schools requesting permission to conduct the study. The researchers ensured the suitability of the identified recruiters and reviewed the level of risk and measures to mitigate these risks, including physical, psychological and socioeconomic. Appropriate authorization and consent were also obtained from the research samples to ensure that all the participant's rights were fully protected, especially with regard to data processing.

Voluntary Participation. All the student athletes involved in this study were given the right to participate without any form of consequence or penalty. When the purpose and benefits of the study were presented to them, their rights to contribute to the study were sensibly considered and adhered upon. Also, these respondents were given the right to voluntarily withdraw their participation at any point in the study.

Privacy and Confidentiality. The respondents' personal information required in the study were kept private and treated with utmost confidentiality, and adhered to.

Informed Consent. The survey questionnaire was easy to understand by the respondents. It provides a clear view of the benefits that this study may generate from the findings. The survey questionnaires were distributed with the consent of the Division of Davao del Sur and the principals of the said public secondary schools in Sta. Cruz, Davao del Sur.

Recruitment. The researcher identified the respondents as credible evaluators of the coaching behavior and sports confidence of athletes because their engagement in sports activities. The respondents were chosen with a written permission and were explained that they were appropriate persons who can answer the survey questionnaire.

Risks. There was no high risk associated with the study. The researcher made sure to secure an informed consent before the actual conduct of the study. Additionally, the researcher clearly explained the role of the respondents in the study, what will happen to the information they provide, and if they will be informed of the findings. The researcher ensured the integrity and dignity of the participants by protecting them from being used for greater benefits. Finally, all the potential risks will be clearly communicated to all concerns.

Benefits. This study may be beneficial to the schools especially for the athletes and coaches since findings of the study may be used to craft comprehensive coaching programs that may boost athletes' confidence/

Fabrication. The researcher made sure that the data found in the study were genuine and treated scientifically with appropriate research tools. The request letter sent to the Division of Davao del Sur was received and signed to attest the authenticity of the data used in the study. For the accurate of the interpretation of data, the researcher consulted an accredited statistician for the appropriateness of the statistical tools used in the study. The interpretation and discussion were based on the actual result of the study and were supported with the existing literature.

Falsification. The discussion of the result of this study was based on the actual findings. There was no exaggeration of the discussion to retain the reliability of the study. The result of the statistical analysis guided the researcher to prevent misinterpretation of the data gathered.

Conflict of Interest. The data gathered in this study objectively interpreted to serve its purpose. The researcher made sure that there is no personal interest in the development of this study.

Deceit. The researcher ensures that the respondents involved in the study are not deceiving in terms purpose and procedures administered during the conduct of the research. Before the gathering of data, the said respondents were informed regarding their voluntary participation in this research as respondents. They were assured that they are not at risk during the gathering of data, their names as respondents are kept confidentially, and the results of the study are treated with respect.

Permission from Organization/Location. Before conducting the study, the researcher secured permission from different authorities thus a formal letter was sent to the authorities of the Division of Davao Del Sur in which the study was undertaken. In fact, the researcher also secured the permission to conduct the study from the principals of the public secondary schools in Sta. Cruz, Davao del Sur.

Technology Issues. This study used electronic platforms in conducting the survey to the target participants because of the ongoing restrictions brought about by the pandemic. There were no problems encountered in the Google platform because respondents were very cooperative.

Authorship. No person was authorized to publish or present this study except the researcher or the adviser with the consent of the researcher. Also, other schools can access to the findings of the study as a basis in creating and policies in the organization but then again, with the permission of the researcher, adviser and the university. Apart from this, the adviser was recognized by the researcher as co-co-author in case of publication of this study.

III. RESULTS

Presented in this chapter are the results, interpretation, and analyses of the findings. Tables are arranged according to the following subheadings: level of coaching behavior as perceived by athletes, level of sports confidence among athletes, the significant relationship between coaching behavior and sports confidence among athletes, and the domains of coaching behavior which significantly influence the sports confidence of athletes.

Level of Coaching Behavior

The level of coaching behavior as perceived by athletes was interpreted based on the obtained and computed mean rating of its indicators.

Reflected in Table 1 is the level of coaching behavior as perceived by athletes in terms of *physical training and planning*, *technical skills*, *mental preparations*, *goal settings*, *competitive strategies*, *personal rapport*, and *negative personal rapport*. As shown, the overall mean is 4.01 with a standard deviation of 0.464 which is described as a high level. This indicates that the coaching behavior is often manifested.

In particular, the indicator with the highest mean was *technical skills* with a mean of 4.30 and a standard deviation of 0.53 or very high. This is followed by *mental preparations* with a mean of 4.27 with a standard deviation of 0.57 which is described as very high. Then, *competitive strategies* with a mean of 4.22 with a standard deviation of 0.62 which is also described as very high. Moreover, *goal settings* had a mean of 4.19 and with a standard deviation of 0.60 or high. Furthermore, *physical training and planning* had a mean of 4.15 with a standard deviation of 0.58 and *personal rapport* has a mean of 4.15 with a standard deviation of 0.63 respectively. However, *negative rapport* had a mean rating of 2.79 and a standard deviation of 1.14 or moderate.

Table 1

Level of Coaching Behavior as Perceived by Athletes

| Indicators | SD | Mean | Descriptive Level |
|--------------------------------|------|------|-------------------|
| Physical training and planning | 0.59 | 4.15 | high |
| Technical skills | 0.53 | 4.30 | very high |
| Mental preparations | 0.57 | 4.27 | very high |
| Goal settings | 0.60 | 4.19 | high |
| Competitive strategies | 0.62 | 4.22 | very high |
| Personal rapport | 0.63 | 4.15 | high |
| Negative personal rapport* | 1.14 | 2.79 | Moderate |
| Overall | 0.46 | 4.01 | high |

Note: Indicator with '*' reverse-coded.

Level of Sports Confidence of Athletes

Shown in Table 2 is the level of sports confidence among athletes in terms of mastery, demonstration ability, physical and mental preparation, physical self-preparation, social support, coach's leadership, vicarious experience, environmental comfort, and situational favourableness. With an overall mean of 4.03 and a standard deviation of 0.53, the level of sports confidence among athletes was high. This means that the sports confidence of athletes is manifested to a high extent.

As reflected, the indicator with the highest mean is coach's leadership with a mean of 4.38 and a standard deviation of 0.59 which is described as very high. Similarly, vicarious experience had a mean of 4.21 and a standard deviation of 0.64 which is also described as very high. On the other hand, vicarious experience had a mean of 4.21 and a standard deviation of 0.64 or high.

Table 2
Level of Sports Confidence Among Athletes

| Indicators | SD | Mean | Descriptive Level |
|---------------------------------|------|------|-------------------|
| Mastery | 0.65 | 4.07 | High |
| Demonstration ability | 0.79 | 3.57 | High |
| Physical and mental preparation | 0.70 | 4.10 | High |
| Physical self-presentation | 0.67 | 3.96 | High |
| Social support | 0.64 | 4.13 | High |
| Coach's leadership | 0.59 | 4.38 | very high |
| Vicarious experience | 0.64 | 4.21 | very high |
| Environmental comfort | 0.64 | 3.99 | High |
| Situational favourableness | 0.67 | 3.83 | High |
| Overall | 0.53 | 4.03 | High |

Moreover, social support had a mean of 4.13 and a standard deviation of 0.64 or high. Furthermore, physical and mental preparation had a mean of 4.10 and a standard deviation of 0.70 or high. Then, mastery had a mean of 4.07 and a standard deviation of 0.65 which is also described as high. Environmental comfort had a mean of 3.99 and a standard deviation of 0.64 which is also high. Physical self-preparation had a mean of 3.96 and a standard deviation of 0.67 or high. Situational favourableness had a mean of 3.83 and a standard deviation of 0.67 which is interpreted as high. Finally, demonstration ability had a mean of 3.57 and a standard deviation of 0.65 which is described as high.

Significance of the Relationship between Coaching Behavior and Sports Confidence of Athletes

The correlation matrix on the significant relationship between coaching behavior and sports confidence among athletes is shown in Table 3. Pearson Product Moment Correlation was employed to determine the relationship between the independent and dependent variables. The confidence level set for this study was a p-value of 0.05 level of significance; therefore, the overall result showed a significant relationship between the variables. Hence, the result also rejected the hypothesis of no significant relationship between coaching behavior and the sports confidence of athletes. As reflected, the overall computed *r-value* was .561 and the *p-value* of .000, which is lower than 0.05 level of significance.

Consequently, a close examination of the data further reveals that coaching behavior in terms of *physical training and planning* was positively correlated with the indicators of sports confidence such as *mastery, demonstration ability, physical and mental preparation, physical self-preparation, social support, coach's leadership, vicarious experience, environmental comfort, and situational favourableness*. This is confirmed by the overall *r-value* of .635 and *p-value* of .000 which is less than .05 level of significance.

Data further revealed that coaching behavior in terms of *technical skills* is positively correlated with the indicators of the indicators of sports confidence, as shown in the overall *r* value of .435 and *p-value* of .000 which is lower than 0.05 level of significance. Moreover, coaching behavior in terms of *mental preparations* shows a positive correlation with the indicators of the indicators of sports confidence. The overall computed *r* value was .529 while the obtained *p-value* of .000 which is again less than 0.05 level of significance. Furthermore, coaching behavior in terms of *goal setting* reveals a significant correlation with the indicators of the indicators of sports confidence. This is apparent in the overall *r-value* which is .612 and *p-value* was .000. Similarly, coaching behavior in terms of *competitive strategies* obtained a *r-value* of

.658 and *p-value* was .000 which is lower than .05 level of significance. This result shows a significant correlation between *competitive strategies* and the indicators of sports confidence.

Likewise, coaching behavior in terms of *personal rapport* shows a significant correlation with the indicators of sports confidence among athletes. This is shown in the computed *p-value* of .658, and the *p-value* was .000, which is lower than 0.05 level of significance. The coaching behavior in terms of *negative personal rapport* shows a computed *r-value* of -.259 and a *p-value* of .001 which is likewise less than .05 level of significance. Hence, a significant correlation is found between negative personal rapport and the indicators of sports confidence among athletes.

Table 3 Correlation Matrix Showing the Relationship Between Coaching Behavior and Sports Confidence among Athletes

| Sports Confidence | Coaching Behavior | | | | | | |
|----------------------------------|--------------------------------|------------------|---------------------|----------------|------------------------|------------------|---------------------------|
| | physical training and planning | technical skills | mental preparations | goal setting | competitive strategies | personal rapport | negative personal rapport |
| Mastery | .504** .000 | .380** .000 | .469** .000 | .530** .000 | .546** .000 | .498** .000 | -.207** .008 |
| Demonstration ability | .337** .000 | .124 .110 | .187* .016 | .261** .001 | .354** .000 | .330** .000 | -.434** .000 |
| Physical and mental preparedness | .530** .000 | .346** .000 | .427** .000 | .526** .000 | .577** .000 | .541** .000 | -.138 .075 |
| Self-presentation | .437** .000 | .183* .018 | .284** .000 | .388** .000 | .387** .000 | .386** .000 | -.254** .001 |
| Social support | .531** .000 | .391** .000 | .493** .000 | .495** .000 | .589** .000 | .659** .000 | -.162* .037 |
| Coach's leadership | .581** .000 | .507** .000 | .585** .000 | .611** .000 | .659** .000 | .598** .000 | .062 .430 |
| Vicarious experience | .629** .000 | .515** .000 | .527** .000 | .637** .000 | .595** .000 | .712** .000 | -.068 .387 |
| Environmental comfort | .595** .000 | .411** .000 | .509** .000 | .570** .000 | .585** .000 | .670** .000 | -.289** .000 |
| Situational favourableness | .442** .000 | .322** .000 | .371** .000 | .418** .000 | .458** .000 | .543** .000 | -.285** .000 |
| Overall | .635** .000 | .435** .000 | .529** .000 | .612** .000 | .658** .000 | .683** .000 | -.259** .001 |

Domain of Coaching Behavior that Best Influences Sports Confidence of Athletes

Shown in Table 4 is the regression analysis of which domains of coaching behavior such as *physical training and planning*, *technical skills*, *mental preparations*, *goal settings*, *competitive strategies*, *personal rapport* and *negative personal rapport* significantly influence sports confidence among athletes. As shown, it garnered a computed r^2 value of 0.586, which indicates that 56.7% of the variance of sports confidence is explained by the indicators of coaching behaviors. The remaining percentage cannot be accounted to the indicators of coaching behaviors. In fact, an F-value of 31.894 was highlighted with a p-value less than .05 level of significance.

Table 4

Regression analysis showing the influence of the indicators of coaching behavior on overall sport confidence

| | B | S.E. | β | T | Sig. |
|--------------------------------|-------|------|---------|--------|--------|
| (Constant) | 1.389 | .249 | | 5.584 | .000 |
| Physical training and planning | .191 | .070 | .212 | 2.731 | .007** |
| Technical skills | .044 | .079 | .045 | .560 | .576 |
| Mental preparations | -.081 | .098 | -.088 | -.834 | .406 |
| Goal settings | .156 | .087 | .178 | 1.791 | .075 |
| Competitive strategies | .153 | .079 | .181 | 1.942 | .054 |
| Personal rapport | .237 | .080 | .284 | 2.952 | .004** |
| Negative personal rapport* | -.101 | .025 | -.218 | -4.101 | .000** |
| $R^2 = 0.586$ | | | | | |
| $\Delta R^2 = 0.567$ | | | | | |
| F= 31.894 | | | | | |
| $p < 0.05$ | | | | | |

Among the indicators of coaching behavior, *physical training and planning* registered a p-value of .007, together with *personal rapport* with a p-value of .004, and *negative personal rapport* as reflected with a p-value of .000 which is significant at 0.05 in the level of significance. This indicates that *physical training and planning*, *personal rapport*, and *negative personal rapport* are the domains that best influence the *sports confidence of athletes*.

On the other hand, *technical skills* register a p-value of .576, *mental preparations* had a p-value of .406, *goal settings* had a p-value of 0.75, and *competitive strategies* registered a p-value of 0.54 respectively that are greater than 0.05 in the level of significance indicating no significance. This implies that *technical skills*, *mental preparations*, *goal settings*, and *competitive strategies* do not significantly influence the *sports confidence of athletes*.

IV. DISCUSSION

Highlighted in this chapter is the discussion of the results of this study in terms of the level of coaching behavior as perceived by athletes, the level of sports confidence among athletes, the significant relationship between coaching behavior and sports confidence among athletes, and the domains of coaching behavior that significantly influence the sports confidence of athletes

Coaching Behavior

The level of coaching behavior as perceived by the athletes is high. This implies that coaching behavior is often manifested. This result is consistent with the findings of Callary et al. (2020) that high coaching behavior improves athletes' performance. Coaching behavior is necessary to create significant influences at both the individual and team levels. This is also supported by the findings of Kirkpatrick et al. (2020) that a high level of coaching behavior can significantly affect the performance and psychological well-being of the athlete.

Technical skills are the indicator with the highest numerical rating equivalent to very high. This is consistent with the findings of Fullagar et al. (2019), the very high level of technical skills is due to how the technique is demonstrated several times properly. Athletes should pay attention to indications throughout the demonstration and understand how to connect the method to previously acquired skills. This is also they are backed up by (Springham et al., 2018), who said that mastering the technical skill is crucial for keeping practices brief and frequent while the skill is still being learned and ensuring that the athletes have some success at each practice. (Nuccio et al., 2017).

Likewise, the level of coaching behavior regarding *mental preparation* is very high. As manifested, the coach provides athletes with advice while performing a skill, gives reinforcement, provides visual and verbal examples to show how a skill should be done, ensures that athletes understand the techniques and strategies being taught, and provides immediate feedback. This result implies that the mental and psychological training for the athletes is critical, which is similar to the finding of Hunt et al. (2020), which states that coaches need to be very skilled at scouting an opponent to devise a strategy or a game plan. When an athlete is mentally prepared, peak performance in sports competitions is attained. Coaches and athletes should not only focus on physical training but integrate both the mental and physical aspects of performance. Thus mental preparation helps athletes achieve a focused, confident, and trusting mindset to help them compete at their highest level.

Similarly, the level of coaching behavior in *competitive strategies* is very high. This is evident when the coach provides advice on how to perform under pressure, be mentally tough, and stay focused. One can see an improvement in an athlete's performance when there is a competitive strategy. As a result, players are more confident about what is expected of them on the field. This result is congruent with the findings of Bolling et al. (2019), which indicated that competitive strategies allow athletes to be more confident. Jukic et al. (2020) has similar a finding stating that the team's competitive strategy can come together and be unstoppable instead of just pushing one's limits in physical training (Mujika et al., 2018).

On the other hand, the level of coaching behavior in terms of *goal setting* is high. This is clearly shown in coaches who help the athlete identify strategies to achieve goals, monitor progress toward goals, help set short and long-term goals, and helps the athlete identify target dates for attaining the goals. This result implies that goal setting helps focus attention and enhance motivation. This is confirmed by Kettunen and Kari's (2018) findings that goal setting is essential to measure and improve performance and achieve other positive effects. Moreover, McEwan et al. (2016) affirmed that goal setting of every athlete is integral to his successes and failures regardless of the difficulty of the sport or the level at which the athlete is competing. It is a mutual task between coaches and athletes. The set goals provide a way of evaluating performance and also depict the beliefs and core values about the sport and success in general. In other words, goals focus on self-improvement and accomplishing them boosts self-confidence (Spencer-Cavaliere et al., 2017).

Similarly, the level of coaching behavior regarding *physical training and planning* is high. This is apparent in coaches helping athletes focus on performing well in competitions, dealing with problems the athlete may experience at competitions, showing confidence in the athletes' ability during competitions, and ensuring that facilities and equipment are organized for competition. This is consistent with the findings of Otte et al. (2020), which state that physical training and planning are critical parts of coaching to improve performance goals. In addition, each coach must have a solid understanding of performance and the function of the body in every respect. When coaching, they must appreciate the limits of human capabilities if training is to be maximized without exceeding athletic capabilities. This finding confirms the result of D'Isanto et al. (2019), which states that physical training and planning improve athletes' performance in various physical training segments, which focused solely on winning the competition.

Likewise, the level of coaching behavior regarding *personal rapport* is high. The coach's rapport is evident in showing understanding to the athlete as a person, being a good listener, being easily approachable about personal problems an athlete might have, demonstrating concern for my whole self (i.e., other parts of my life than sport), trustworthiness, and maintaining confidentiality regarding the athlete's personal life. This is consistent with the findings of Carlsson and Lundqvist (2016) that high personal rapport between the coach and athletes enhances motivation, induces pleasant emotions, and creates a good and positive climate under the training and competition conditions. This finding is supported by Cengiz et al. (2019), which emphasizes the importance of the athlete's rapport with their coach. The way athletes notice their coaches' behaviors affect sports achievement, and it's influenced by many psychological variables such as attitudes, emotions, and goals (Kassim et al., 2020).

Finally, the level of *negative personal rapport* is moderate. This coaching behavior is seen when coaches use fear in their coaching methods. This result implies that negative personal rapport behaviors foster a negative relationship between coach and athlete. This finding is confirmed by weight et al. (2020) states that negative personal rapport, such as yelling when angry and using fear and intimidation, affects the performance of athletes. Kayda (2021) affirmed that negative personal rapport develops sports anxiety, such that athletes who endorsed more negative personal rapport behaviors had higher levels of sport anxiety.

Sports Confidence of Athletes

Overall, the level of sports confidence among athletes is very high, indicating that it is often manifested. This finding is similar to the findings of Forlenza et al. (2018), Machida et al. (2017), and Rintaugu et al. (2018), which state that high sports confidence of athletes can significantly improve game performance. As athletes become more skilled, they usually become more confident in their abilities.

In particular, *the coach's leadership* is the indicator of the sports confidence of athletes, with the highest numerical rating equivalent to very high. This can be seen in athletes believing in the coach's abilities. This is consistent with the findings of Lawrason et al. (2019), which stressed the importance of a very high level of effective coaching leadership to lead to athletes' achievements, performance goals, and positive psychological outcomes. Moradi et al. (2019) added that the coach's leadership is the consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection, and character. Finally, Turnnidge and Côté (2019) confirmed that each athlete gives meaning to overt coaching behaviors, which creates the athlete's attitude toward the coach and the sport experience.

Meanwhile, the level of sports confidence in *vicarious experience* is very high. This is consistent with Erickson et al. (2019) study that a very high vicarious experience is seen in successful performance, watching other athletes, teammates, and friends perform well. This is also incongruent with the findings of Thomas et al. (2021), which entails that the vicarious experience demonstrates to an athlete how to perform a task exactly. Seeing someone perform a task allows them to believe they can perform it, especially when they see someone of the same skill level perform. Finally, weight et al. (2020) found that high vicarious experience enables the athlete to successfully perform a specific behavior that appears within the athlete's skill range, and the athlete's self-confidence may increase.

The level of sports confidence in terms of *social support* is high. This is evident in athletes getting positive feedback from their teammates, knowing they have support from others, being encouraged by coach and family, and getting positive feedback from coaches. This result indicated social support is a vital coping resource for athletes recovering psychologically from an injury. This result is consistent with the studies of Chan (2020), Fogaca (2021), and Katagami and Tsuchiya (2017), which state that social support from others enables athletes to gain confidence. In fact, it buffers the effect of stress on injured athletes, which indirectly influences their emotional well-being. In other words, social support could help injured athletes see an injury event as less stressful than they otherwise would, thus helping to reduce distress after an injury.

Similarly, the level of sports confidence in terms of *physical and mental preparation* is high. This is shown in athletes who focus on the task, psyche themselves up, are mentally prepared, and stay focused on their goals. This is supported by Bisht and Srivastava (2021), which implies that athletes gain confidence from feeling physically and mentally prepared. Moreover, Lee et al. (2021) found that physical/mental preparation enables an athlete to control his thoughts, attitudes, and actions. Finally, this result is similar to the finding of Satheeshkumar (2019) that physical and mental strength can be improved by training.

Likewise, the level of sports confidence in terms of *mastery* is high. This is consistent with the findings of Valiante and Morris (2013), who states that the high level of mastery in sports forms the foundation of perceived athlete success, which helps build their self-belief. A successful performance will add more ammunition to self-belief. However, failures tend to undermine self-belief. Athletes need to reflect on their successes and use these experiences to build confidence.

Also, the level of sports confidence in terms of *environmental comfort* is high. This is evident in athletes performing in the environment that they like, following certain rituals, being comfortable with the environment, and the like. This finding is similar to the review of Tang (2021) on the association between environmental factors and athletic performance, which states that environmental factors affect athletic performance and confidence to a certain extent. The study of Henderson et al. (2019) emphasized the importance of understanding the intricate relations between athletics and their environmental comfort. Further, acclimatization is essential in evaluating environmental risks in sports and developing effective strategies to regulate athletes' body temperatures for optimal performance and sports confidence.

Moreover, the level of sports confidence in *physical self-presentation* is high. This is apparent when athletes feel good about their weight and when athletes feel they look good and feel their body looks good. This means that self-presentation happens when athletes attempt to monitor and control how other people perceive them. This result is consistent with the findings of Eke et al. (2020), which state that when athletes have a high physical self-presentation, they impress others. Athletes gain confidence if they believe that others positively perceive them. Hill et al. (2017) support this result by stating that athletes perceive physical self-presentation as crucial to their confidence. If they believe the opponent perceives them positively, it will help boost confidence. However, Thatcher and Hagger (2018) found that if athletes believe the opponent perceives them negatively, self-doubt may creep in.

Furthermore, the level of sports confidence in *situational favorableness* is high. As can be seen, athletes get breaks from officials, seeing breaks go in their way and feeling everything is going right. This indicates that situational favorableness is considered self-control. This finding is congruent with the result of the study by Levi & Jackson (2018), in which athletes gain confidence from feeling that the breaks of the situation are in their favor. Similarly, Rintagu et al. (2018); Aylott et al. (2020); and De Leng et al. (2018) found that if athletes can reframe unfavorable circumstances into opportunities or challenges instead of barriers, it can help build their confidence.

Finally, the level of sports confidence in *demonstration ability* is high. This is confirmed in the following statements in which athletes can outperform opponents, be better than the opponents and show that they are one of the best Forlenza et al. (2018) confirmed that high demonstration ability allows athletes to gain confidence by showing off their skills to others or demonstrating that they have more ability than their opponents. This is also supported by Hwang et al. (2017) and Lengkana et al. (2018), who emphasized the ability of an athlete to demonstrate a new skill or technique is an essential component of coaching is the most common means of communicating skill performance.

Significance of the Relationship between Coaching Behavior and Sports Confidence of Athletes

As a whole, the relationship between coaching behavior and sports confidence is significant. *Physical training and planning, technical skills, mental preparations, goal settings, competitive strategies, personal rapport, and negative personal rapport* were the indicators of coaching behavior that contributed to the overall significant relationship with sports confidence. This means that increasing coaching behavior leads to an increase in the sports confidence of athletes. However, when coaching behavior and the indicators of sports confidence were tested, *mastery, physical and mental preparation, self-presentation, social support, coach's leadership, vicarious experience, environmental comfort, and situational favorableness* showed a significant positive relationship except for *demonstration ability* which showed no significance. Further, the result indicates that *physical training and planning, personal rapport, and negative personal rapport* greatly impacted athletes' sports confidence.

It can glow that when the coaching behavior is positive, athletes' sports confidence is likewise improved. This finding parallels the study of Fransen et al. (2016), which showed that positive behaviors in coaching athletes improved their sports confidence. Additionally, Williams and Krane (2015) affirmed that supportive coaching behavior, which exhibited more training and instruction, giving recognition, rewards, and positive feedback, produced more satisfied athletes. Finally, Ignacio III, Montecalbo-Ignacio, and Cardenas (2017) have a similar finding which states that the rewarding behavior of coaches was the best predictor of sports confidence of athletes, and coaches' leadership behaviors focused on the training process to improve athletic performances was the best predictor of athlete satisfaction.

The domain of Coaching Behavior that Best Influences Sports Confidence among Athletes

Linear regression was used to test the significant influence of coaching behavior on the sports confidence of athletes. The domains of coaching behavior are *physical training and planning, technical skills, mental preparations, goal setting, competitive strategies, personal rapport, and negative personal rapport*. Based on the result, the domains such as *physical training and planning, personal rapport, and negative personal rapport* influence the sports confidence of athletes. The other domains of coaching behavior, such as *technical skills, mental preparations, goal setting, and competitive strategies*, do not influence sports confidence. These indicators do not significantly contribute to developing athletes' sports confidence.

This finding is consistent with the result of the study by Forlenza et al. (2018), in which results indicate that physical training and planning, personal rapport, and negative personal rapport were significant predictors of all measured forms of sports confidence in athletes, while technical skills, mental preparations, goal settings, and competition strategies significantly predict athlete's total anxiety, concentration disruption, and worry. This is also supported by Roxas and Ridinger (2016), who averred that coaching behavior best influences the sports confidence of athletes and is influenced by environmental factors present in the specific coaching context. However, Lopez et al (2020) found that abusive coaching behavior harms athlete sports confidence and performance.

Conclusion

From the findings of the study, conclusions are drawn in this section. The level of coaching behavior was high. Furthermore, the level of sports confidence was high. A significant relationship between coaching behavior and sports confidence among athletes was found. Finally, physical training, planning, and personal and negative personal rapport significantly influenced athletes' sports confidence. Overall, the findings support the anchor theory of this study, which is the Self-Determination Theory by Ryan and Deci (2000), a social cognitive theory of motivation. This theory focuses on the social factors, such as coaching behaviors that influence the various forms of motivation through their influence on perceptions of self-determination (autonomy), competence, and relatedness. This means that the coach requires an in-depth understanding of motivation when designing optimal training environments sensitive to athletes' sports confidence (Mallett, 2005).

This also supports the multidimensional model of sports leadership by Chelladurai (2012), including the situational, leader, and member characteristics. Additionally, this model stressed the five dimensions of coaching behavior such as training and instruction; democratic behavior (allowing athletes a voice in team decisions); autocratic behaviors (decisions restricted to the coach); social support (expressing personal concern for individual athletes); and positive feedback for good performance. Finally, this result also confirms the achievement goal theory (AGT) by Nicholls (1984), which reflects the purpose or focus of behavior (coaching behavior) in the sports confidence of athletes.

Recommendations

In consideration of the conclusions of the study, the researcher came up with the following recommendations. Since the level of coaching behavior is very high, the school management may sustain this by providing comprehensive coaching programs and activities to boost and sustain athletes' confidence. The school management may conduct seminars/training activities on how to improve the coaching behavior of coaches and craft a comprehensive coaching program during this pandemic. Furthermore, teachers and students may use the findings of this study as a guide or reference for further study about the said variables.

On the level of sports confidence among athletes, which was also high, coaches may sustain this by developing programs, sports clinics, and circuit training in various sports events that retain this attribute among their athletes. Finally, this study may use as a reference for future studies as baseline data.

In conclusion, since negative personal rapport as an indicator of coaching behavior is moderate, it is highly recommended that the Department of Education may provide training for sports coaches such as personality development, building rapport, and the like - and not only limited to honing the skills of their athletes. Through this, athletes will be more comfortable in dealing with their coaches.

ACKNOWLEDGMENT

The researcher would like to acknowledge heartfelt appreciation to the following who helped her search for the highest truth and goodness of academic pursuit.

To Dr. Lovella D. Serrano, the researcher's adviser for her assistance, valuable insights, constructive guidance, and tremendous support in preparing this study; Dr. Bacasmot; Dr. Mary Ann E. Tarusan; Dr. Rodolfo M. Osorno II and Dr. Rinante L. Genuba, the panel of examiners for sharing their professional expertise, suggestions, and for their keen supervision in the writing of this paper; Dr. John Vianne B. Murcia, the research statistician for his skill in interpreting the data and unwavering support in completing the findings of this study;

To the principals, teachers, and selected junior student-athletes of Sta. Cruz Davao del Sur, Philippines, for their dedication, commitment, and collaboration for this research paper.

To Mr. Nylle Ernand D. Silayan for his great efforts as he encourages supports, and provides, the researcher with a shoulder to cry on during the hard times; to the researcher's parents and siblings, for their all-out support, assistance, and motivation throughout the research work.

Above all to God Almighty, the center of life, whose unending love, wisdom, good health, and divine guidance have made this undertaking successful.

The Researcher

DEDICATION

I dedicate this work to My ever-loving family, for they are my source of strength amidst trials, Danilo, Mercy, Michelle, Hannah, Darmie, Hamzhel, Nylle, Maui and Luffy.

To all my athletes from 2017 up to the present.

"Keep Moving Forward"

Above all to

God, is the center of my life.

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