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ROLES OF COACH'S BEHAVIOUR IN AFFECTING THE PROSOCIAL AND ANTISOCIAL BEHAVIOUR IN ATHLETES: A SYSTEMATIC REVIEW

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ABSTRACT

Prosocial and antisocial behaviour have been utilized in sports exploration to allude proactive and inhibitive profound quality, whilst, individually with low degrees of antisocial behaviour reflecting inhibitive ethical quality. A wide range of coaching conduct affects the behavioural results of athletes. Athletes usually endorse sporting behaviour when coaches generate a mastery climate that accentuates learning, effort and enhancement as keys to success. Contrary to a performance climate that emphasises outperforming others and winning. Therefore, the primary aim of this study is to examine the past literature about the roles of the coach's behaviour in affecting the prosocial and antisocial behaviour in athletes. This study carried out an extensive online assessment of the data source (Scopus and Web of Science) and a conference scheduled of possibly related papers. The search methods were restricted to studies published in English with full-text availability. A total of 39 studies were chosen from 58 total records. However, a few studies accepted for the review, of which two were selected in qualitative synthesis and thirteen studies selected in the quantitative synthesis. In these two published types of research, we filter out the data (Scopus and Web of Science). As a result, a sample of 15 dissertations and theses selected for systematic quality analysis. The findings systematically evaluate cross-sectional observation-based studies the coach-athlete relationship may be critically significant for thoughtful athletes' moral behavior in sport. Thus, as a result, it is vital that the coaching approach may focus on the importance of establishing a sports environment that promotes positive behaviors and enables athletes to acquire a feeling of responsibility and self-regulation.

Keywords: *Prosocial behaviors, Antisocial behaviors, Coach's behaviors, Athlete's, Moral behavior, Self-regulation*

INTRODUCTION

Few would argue that action is the foundation of morality. Thoughts and emotions have a role in behaviour, but it is ultimately the behaviour that matters. Morality may also be proactive or inhibitive, since behaviour can have good or bad repercussions for others. Inhibitive morality is represented in the ability to stop from behaving inhumanely, whereas proactive morality is expressed in the ability to behave compassionately (or do good things) (or avoiding doing bad things). Prosocial and antisocial behaviour have been employed in sports research to refer to proactive and inhibitive morality, with low levels of antisocial behaviour indicating inhibitive morality. In sports, prosocial behaviour is described as voluntary behaviour designed to aid or benefit another individual, such as helping a player off the court or praising a teammate. Antisocial behaviour is defined as behaviour that is designed to damage or disadvantage another person, such as attempting to injure an opponent and then feigning an injury (Kavussanu & Al-Yaaribi, 2021).

Athletes may participate in good social behaviours with their peers and build social skills since sport is fundamentally social. As a result, sport is defined as an activity that requires teamwork, commitment, and trust among teammates, as well as compassion and fairness toward opponents. Sport involvement promotes personal growth and good psychological outcomes when athletes build positive interactions with peers and coaches both within and outside of their sport groups (Eime, Young, Harvey, Charity, & Payne, 2013). Sport competition, on the other hand, may encourage a range of bad behaviours that endanger sport's presumed value (e.g., cheating or aggression). Although moral actions in sports are frequently studied as outcomes, they can have physical and psychological implications for players. Positive social actions, such as being bullied by teammates, can increase sentiments of cohesiveness, commitment, effort, performance, and enjoyment among teammates, but negative social acts, such as being bullied by teammates, can decrease relationships with peers (Graupensperger, Jensen, & Evans, 2018).

Coaches have critical responsibilities in sports, since they are accountable for a variety of outcomes related to player development and performance (Mohd Kassim & Boardley, 2019). As socially important persons or via seamless interactions with athletes, coaches, particularly head coaches and managers, have a significant impact on athletes' conduct. Coaches and players' interpersonal interactions are an important element of the coaching process (Choi, Jeong, & Kim, 2020). As a result, the coach's position is seen as very complicated, as coaches in most settings must accomplish a range of duties such as practise and game strategy preparation, organisational chores, and athlete mentorship, which entails more than just teaching core skills and tactics. This is considered when a coach organises their strategies for controlling an athlete's performance. Coaches' personal qualities and attitudes are reflected in their coaching behaviour. Some coaches have a favourable attitude toward their players because they feel their actions will affect their athletes' behaviour. The most significant element that may influence players and their performance is their sport coaches. The athlete's growth and relationship are also influenced by the good coach's behaviour. Athletes, for example, must communicate with their coach during every training session and competition as they monitor and assess performance and talent. According to previous study, an athlete's game performance was impacted by their coach's behaviour (Murugeesan & Hasan, 2016). Thus, the current research embraces the roles of coach's behaviour in affecting the prosocial and antisocial behaviour in athletes.

METHODOLOGY

Search strategy: A systematic review intends to systematically locate, search, and synthesize literature related to previous studies or research in a well-organized and transparent process, using replicable procedures throughout each step. Systematic reviews can also be called Meta-narrative reviews Wong, Greenhalgh, Westhorp, Buckingham, and Pawson, (2013) or mixed studies reviews. This process allows for various and disparate research designs to be reviewed in a single exercise (qualitative and quantitative). These reviews can adopt studies with different designs and concepts (Wong et al., 2013). It is also relevant to the statements of the researchers and supports research accuracy, helps promote the identification of gaps, trends, and needed directions for future studies. The RAMESES method was used to perform the systematic review while selected databases (Scopus and Web of Science) were used as information searching resources (identification and screening process).

RAMESES: The authors decided to adopt a guideline called RAMESES (Realist and Meta-narrative Evidence Syntheses: Evolving Standards), applied by Wong et al. (2013). This method suggests the inclusion of several key points, such as abstract, introduction, methods, results, and discussion sections, with details that should be included in each section (review process, search process, and document selection). RAMESES suits systematic reviews of literature in social sciences because 1) it clearly defines the research questions, 2) enables the identification of criteria (inclusion and exclusion), and 3) attempts to examine main databases of scientific literature within a specific time.

Resources: Two leading indexed databases were used for this review, Scopus, and Web of Science (WoS). Both databases are deemed as the leading indexing systems for citations. WoS is a scientific citation indexing service that can only be accessed through institutional subscription-based services and provides a comprehensive citation search function while Scopus consists of varied subject areas and document types such as scientific journals, books, and conference proceedings. Scopus features smart tools to track, analyze, and visualize research. Because of their notoriety, these two indexed databases are chosen, which is vital to ensure the quality of the articles reviewed in this paper.

Systematic review process (Identification): The first phase in the systematic review process is identification, performed in May 2021. The process involved keywords identification for information searching purposes. Relying on several relevant information sources such as encyclopedias, dictionaries, thesauri, keywords from previous literature and keywords suggested by Scopus for keyword synonyms, possible related terms, and other variations to the term rural library were used (see Table 1). This process yielded a result of 39 documents from Scopus and 23 documents from Web of Science (WOS) databases were retrieved. (See table 1, pg.90).

Screening process (Inclusion and exclusion): Screening is a process to include or exclude articles according to criteria determined by the authors with the assistance of the specific databases. In the screening process, eligibility, inclusion, and exclusion criterion were determined to find suitable articles to be included in the systematic review process. Concerning on the timeline, the studies between 2015-2020 were selected. The second inclusion criteria were the document types, the authors decided to select the article journal with empirical data, other types of documents such as review articles, books, chapters in books, and conference proceedings were excluded because they were not considered as primary sources. The third

inclusion criteria were language, all the non-English language documents were excluded. (See table 2, pg.90).

Eligibility and duplication exclusion: Eligibility is a process that includes or excludes articles manually according to the authors ‘specific criteria. The articles retrieved were thoroughly reviewed in the process, excluding any articles that did not meet the criteria. Before the eligibility process was carried out, duplicate documents were removed first. A total of 31 articles were traced as duplicated articles and were excluded which left 58 documents for the eligibility process and were screened manually for literature focusing on prosocial and antisocial behaviour that being affected by coach’s behaviour with concerning the criteria from the earlier screening processes (inclusion and exclusion criteria).

Data extraction process: The data were conducted independently by one researcher. Extracted data related to the study's nation and location, sample size, prosocial and antisocial behaviour description, assessment tools, and coaching behaviour evaluators. Data from numerous papers on the same topic were retrieved and integrated independently from each published source. A second researcher fully investigated the data extraction in ten per cent of the listed publications.

Data analysis: We used descriptive statistics to examine the data. We calculated the mean average percent per research area of usability to account for varied sample sizes across studies/theses (e.g., prosocial and antisocial behaviour, coaching behaviour).

Methodological quality: Each study was evaluated by using a systematic review model by Shaffril, Samah, and Samsuddin, (2021). This systematic review model will comprehensively locate, search, and synthesize literature related to previous studies or research in a well-organized and transparent process, using replicable procedures throughout each step (Shaffril et al., 2021).

Table 1: Keywords and search strings.

Databases	Keywords used
Scopus	TITLE-ABS-KEY (((“prosocial” OR “positive”) AND (“antisocial” OR “negative”) AND (“behaviour” OR “personality” OR “identity” OR “thought”) AND (“team” OR “group” OR “athlete*” OR “individu*”) AND (“sport” OR “athletics”) AND (“leadership” OR “coach”))))
Web of Science	TS= (((“prosocial” OR “positive”) AND (“antisocial” OR “negative”) AND (“behaviour” OR “personality” OR “identity” OR “thought”) AND (“team” OR “group” OR “athlete*” OR “individu*”) AND (“sport” OR “athletics”) AND (“leadership” OR “coach”))))

Table 2: The inclusion and exclusion criteria.

Criteria	Inclusion	Exclusion
Timeline	Between 2015-2020	<2015
Document Type	Article Journals	Review articles, books, chapter in books, conference proceedings
Language	English	Non-English

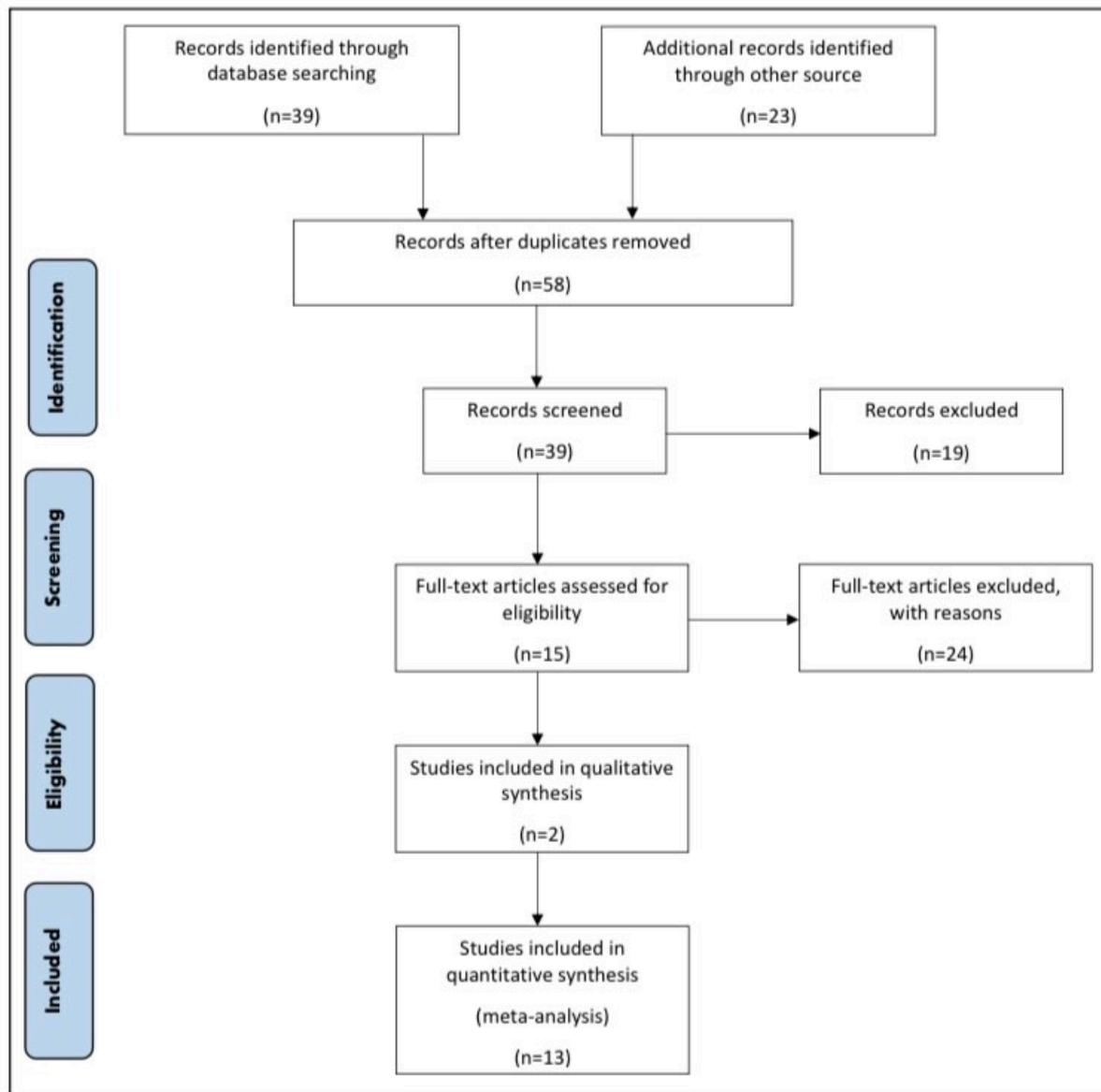


Figure 1: PRISMA flow diagram of the study selection process.

RESULT

39 studies were record screened from 58 total number of records after duplicate and only a few studies were accepted for review which are two theses was selected in qualitative synthesis and thirteen studies selected in the quantitative synthesis. We sort out the data from the two published studies (Scopus and Web of Science). As a result, a total of 15 studies and/or theses were addressed to reviewed the quality evaluation. (Please refer to table 3, pg 92)

Table 3: Demographics of Includes Studies.

NO.	AUTHORS, PUB YEAR	NUMBER OF PARTICIPANTS, PARTICIPANTS	STUDY DESIGN	OUTCOME/CONCLUSION	INCLUSION REASON(S), PUB YEAR, PUB TYPE, LANGUAGE, STUDY DESIGN
1.	<p>Rachel Arnold, David Fletcher and Jennifer A. Hobson 2017</p> <p>Performance Leadership and Management in Elite Sport: A Black and White Issue or Different Shades of Grey?</p>	<p>11 male summer Olympic athletes who represented Great Britain in a variety of team and individual sports (e.g., athletics, cycling, hockey, judo, rowing, swimming). Participants were all Olympic medallists and had, collectively, won three gold, 12 silver, and eight bronze Olympic medals. Participants represented a variety of educational levels (from college to postgraduate university level).</p>	<p>Semi-structured face-to-face format interviewing or over Skype was applied to constructed qualitative study.</p>	<ul style="list-style-type: none"> The findings highlight five main dark characteristics: self-focused, haughty self-belief, inauthentic, manipulative, and success obsessed. Leaders and managers not only have positively valence and socially desirable personalities but are perceived to have, negatively valenced and socially undesirable characteristics. Bright and dark conceptualization of performance leadership and management should not be interpreted as a “black or white” binary model of leadership and management, but rather offering a more nuanced insight into the complex relationship between leaders’ and managers’ traits and behaviors. 	<p>2017, Research Journal of Sport Management, English, Performance Leadership and Management.</p>

				<ul style="list-style-type: none"> The findings also indicate negative effects of such characteristics (viz., performance and career threats, affected confidence, pressure and anxiety, and a lack of support) and positive effects of such characteristics (viz., motivation, resilience and coping skills, opportunities, and learning and awareness). 	
2.	<p>G. Mavridis, S. Rokka, F. Filippou, K. Mavridis, G. Masadis and E. Bebetos 2019</p> <p>Investigating The Coaching Behavior and Basic Psychological Needs Among Junior Basketball Players</p>	<p>The sample of the study consisted of 144 junior male athletes of basketball academies, from five clubs in the city of Komotini. The athletes were on average age of 13 ± 1.98 years old and had been involved with the basketball training in the same team for 5 ± 1.21 years.</p>	<p>The data collection was carried out with the method of personally filled in anonymous questionnaires. To conduct the research, two instruments were used: The first one was the Coaching Behavior Questionnaire (CBQ). It includes 15 items in two dimensions/factors: “supportiveness behavior” with 8 questions and “negative activation” with 7 questions. The second instrument that was used is the Basic Psychological Needs in Sport Scale (BPN) with 12 items grouped into three factors: “autonomy”, “competence” and “relatedness”.</p>	<ul style="list-style-type: none"> The “supportiveness behavior” is related statistically significant with autonomy, competence, and relationships, while “negative activation” is only negative related. As far as the coaching behavior is concerned, junior basketball athletes consider it to be supportive to a satisfactory extent (mean= 3.34) and less negative (mean = 2.68) while in terms of satisfying basic psychological needs, athletes showed satisfactory averages with the highest in relationships (4.27) on the 5th degree scale of responses. In conclusion, this study support that during early years of participation of young basketball athletes, the coaches 	<p>2019, Research Journal, English, Coaching Behaviour, and Basic Psychological Needs.</p>

				<p>should focus on satisfying of the basic psychological needs, motivation and pleasure of participation and their approach to be positive to achieving both the perceived autonomy and ability and the development of the relationship with other co-athletes in order to achieve their goals both in the process of performance and at the effectiveness.</p>	
3.	<p>Colin D. McLaren, Ian D. Boardley, Alex J. Benson, Luc J. Martin, Katrien Fransen, Jordan D. Herbison, Richard B. Slatcher, Justin M. Carr'e, Jean Cote and Mark W. Bruner 2021</p> <p>Follow the leader: Identity leadership and moral behaviour in social situations among youth sport teammates☆</p>	<p>(N = 130; Mage = 13.45 years, SD = 1.82) were athletes on nine competitive male (n = 86, k = 6) and female (n = 44, k = 3) youth ice hockey teams from a city in Northeastern Ontario, Canada.</p>	<p>Data collection took place in a hockey arena meeting room prior to a weekly practice within the final three weeks of each team's regular season. Participants were instructed to complete the paper-and-pencil questionnaire on their own, ask any questions they had to one of the research team members in attendance.</p> <p>Specifically, the 4-item measure used in our study assessed identity prototypicality ("The leaders are model members for our team"), advancement ("The leaders act as champions for our team"), entrepreneurship</p>	<ul style="list-style-type: none"> • It is well established that social identity is a positive predictor of prosocial teammate behaviour and a negative predictor of antisocial behaviour in the context of youth sport. This study shed light on the nature of these relations, highlighting a significant positive path between identity leadership as a latent construct and the degree to which youth athletes reported engaging in, and receiving prosocial behaviour from their own teammates in social situations. • The findings highlight the potential value of athlete leader behaviours enhancing shared 	<p>2021, Article Journal, English, Identity Leadership and Moral Behaviour.</p>

			<p>(“The leaders create a sense of cohesion within our team”), and impresarioship (“The leaders come up with activities that bring the team together”)</p> <p>Moral behaviour with teammates in social situations was measured using an adapted version of the Prosocial and Antisocial Behaviour in Sport Scale (PABSS)</p>	<p>social identity to set the stage for more prosocial interactions between members of youth sport teams.</p>	
4.	<p>Rune Høigaard, Tommy Haugen, Bjørn T Johansen, and Rune Giske 2017</p> <p>Team identity in youth soccer: The role of coaches’ feedback patterns and use of humour</p>	<p>A sample of 532 youth soccer players (365 boys and 167 girls) participating in a youth soccer tournament, the Sør Cup Norway, participated in the study. Of the 51 teams enrolled in the tournament, 39 teams (76%) participated in this study.</p>	<p>The data were collected via hard copy questionnaire during the preliminary stages of the tournament. Participants responded to the questionnaire in a classroom environment located close to one of the match arenas. Players from one team at a time filled out the questionnaire in the presence of a research group representative.</p>	<ul style="list-style-type: none"> • Taken together, the results in this study indicate that positive instructional feedback and the use of humour are elements coaches may use to facilitate social identity among their players. This is of importance because team identity can increase the probability of prolonged participation in sport and physical activity, which may contribute to a healthy lifestyle. 	<p>2017, Article Journal, English, Team Identity and The Role of Coaches’.</p>
5.	<p>Julius Jooste, Ph.D., Alliance N. Kubayi, D.Phil. 2018</p> <p>Perceived coach leadership style and</p>	<p>Sixteen South African (SA) national male wheelchair basketball players aged between 20 and 46 years (M age $\frac{1}{4}$ 32.13, SD $\frac{1}{4}$ 6.62 years) were purposively recruited to participate in</p>	<p>A quantitative cross-sectional study design was adopted for data collection. Prior to data collection, the participants were requested to sit through an information session and peruse an information sheet</p>	<ul style="list-style-type: none"> • The results provide preliminary understanding of the associative leader behaviour exhibited in coaching national level male wheelchair basketball. Moreover, the results signal coach leadership behaviour and 	<p>2018, Article Journal, English, Coach Leadership style and Psychological Well-being.</p>

	<p>psychological well-being among South African national male wheelchair basketball players</p>	<p>the current study. The participants were selected on the basis that they were active members of the SA senior national team for the 2017/2018 competition season, 18 years of age, did not suffer from any personally known medical and/or clinical disorder that would prevent them from accurately responding to the questionnaires, as well as being proficient and articulate in the English language. Fourteen participants acquired their disability while two reported their disability to be congenital.</p>	<p>explaining the aim, procedures, and participation requirements. Willing participants had to provide written informed consent prior to completing a multi-section pen and-paper questionnaire package.</p> <p>Leadership Scale for Sport (LSS) The LSS was used to assess participants' perceptions of their coach's leadership style.</p> <p>Subjective Vitality Scale (SVS) The SVS was used to measure the participants' perceived levels of energy and vitality.</p> <p>Ryff's Psychological Well-Being Scale (PWBS) Ryff's PWBS was used to assess participants' levels of PWB comprising six distinct subscales namely, autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance.</p>	<p>athletes' national level experience as potentially meaningful constructs influencing national level disabled team sport athletes' psycho-emotional standing in their sporting environment. Theories and models developed from widespread quality research in this domain could alter the weakened standpoint on competent disabled sport coaching and dissipate the fragmentary coaching philosophies adopted in disabled sport.</p>	
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6.	<p>Sungmun Kim, Seunghyun Hwang, Boram Kim 2020</p> <p>Coaches' emotional intelligence and athletes' psychological need satisfaction in taekwondo: Coaching behaviour as a mediator</p>	<p>Study participants consisted of 228 taekwondo athletes who had registered for South Korea's University Taekwondo Federation Championship. Of the participants, 164 were male and 64 were female, aged 20 to 25 ($M = 21.59 \pm 1.16$). Their taekwondo careers have an average of 3.82 years, with more than 43% of the participants at level 4 and above.</p>	<p>Constructed qualitative study. The Emotional Intelligence Scale, which was originally developed to measure individuals' EI, showed an acceptable construct validity and reliability (0.76 to 0.89).</p> <p>Controlling coaching behaviour (CCB). Developed a scale (CFI = 0.96, NNFI = 0.95, SRMR = 0.06, and RMSEA = 0.05) to evaluate coaches' controlling interpersonal style during practices and competitions, and the Korean version of the 15-item Controlling Coaching Behaviour Scale has been validated as well (K-CCBS)</p> <p>Autonomy support (AS). Coaches' autonomy-supportive coaching style was measured using the Autonomy Support Scale (ASS)</p> <p>Psychological need satisfaction (PNS). A measure for the three psychological needs derived from self-determination theory (SDT)</p>	<ul style="list-style-type: none"> In this study, EI was found as a positive predictor of PNS and AS and a negative predictor of CCB. Only CCB was negatively associated with PNS. However, we did not find the mediating effect of AS and CCB. These findings show that coaches' EI could be a key characteristic in enhancing coaching effectiveness as they show their athletes more supportive and not controlling behaviours, thus satisfying their athletes' psychological needs. Therefore, we should consider EI as part of coaching skills and educate the public on its importance. 	<p>2020, Article Journal, English, Coaches' Emotional Intelligence and Athletes' Psychological Need.</p>
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7.	<p>Ali Al-Yaaribia and Maria Kavussanu 2018</p> <p>Consequences of prosocial and antisocial behaviors in adolescent male soccer players: The moderating role of motivational climate</p>	<p>Participants were 358 male soccer players, aged 10–18 years recruited from 15 clubs in the United Kingdom.</p>	<p>Participants who returned the signed parental consent form were eligible to take part in the study. Either prior or after a training session, they were informed about the study, that participation was voluntary, they could withdraw at any time, and data would be used only for research purposes and kept confidential. Participants were asked to think about matches they played during the season and complete the questionnaire individually. The measures in the questionnaire were counterbalanced to avoid order effects.</p>	<ul style="list-style-type: none"> • This study extends our understanding of athletes' sport experience by examining teammate behaviors among adolescent team sport players. The findings suggest that players' perceptions of motivational climate created by coaches may augment the relationship between prosocial and antisocial teammate behaviors and important outcomes. • No interaction effects between teammate behaviors and age were detected, indicating that the effect of teammate behaviors on the outcomes was not moderated by age. 	<p>2018, Research Journal, English, Consequences of Prosocial and Antisocial Behaviors.</p>
8.	<p>Evangelos Bebetos, Filippou Filippou and George Bebetos 2017</p> <p>Athletes' criticism of coaching behavior: Differences among gender, and type of sport</p>	<p>Participants consisted of 367 athletes, 200 males (54.5%) and 167 females (45.5%), between the ages of 15 to 39 years of age (M= 20.05, SD = 3.82)</p>	<p>To assess coaches' behavior, the Greek version "Coaching Behavior Questionnaire" (CBQ) was administered in order to investigate its two dimensions: (a) positive behavior (8 items) and (b) negative behavior (7 items). The method chosen to conduct the research was that of self-completed questionnaire.</p>	<ul style="list-style-type: none"> • The effectiveness of the leadership appears into the behavior of the leader and in the eyes of the observer. Also, sport type is a major moderator in coaching behavior analyses. Overall, the present findings suggest that coaches perceived behavior is related to athletes' perceptions according to the gender, type of sport and weekly practice time that they are involved in. 	<p>2017, Article Journal, English, Athletes' Criticism of Coaching Behavior.</p>

9.	<p>Donna O'Connor, Lauren Gardner, Paul Larkin, Alun Pope and A. Mark Williams 2019</p> <p>Positive youth development and gender differences in high performance sport</p>	<p>Participants included youth football players (N = 455; Males = 315; Females = 140) competing in the 2016 National Premier League Division 1 competition. Participation in this level of competition is seen as a progression to elite senior performance. On average, teams trained three times per week and competed in one game on the weekend. In total, 29 teams were represented in the sample.</p>	<p>Participants completed the questionnaires at a time conveniently scheduled around their team training in the last few weeks of the season. The Youth Experiences Survey for Sport (YES-S) was used to measure positive developmental experiences. The Self-Confidence subscale of the Competitive State Anxiety Inventory – 2 Revised was used to assess players' self-confidence in sport. The Sport Competence Inventory was used to measure how competent players were in technical, tactical, and physical skills.</p> <p>The Prosocial and Antisocial Behaviour in Sport Scale (PABSS) was used to assess character.</p> <p>The modified Coach-Athlete Relationship questionnaire (CART-Q) was employed to measure the player's perceived quality of connection with their coach.</p>	<ul style="list-style-type: none"> Youth sport has been identified as a valuable vehicle for PYD. However, high performance youth sport is typically focused on talent development and identification and characterised by high pressure environments where the focus is on successful results often at the expense of holistic development. As such, individuals within these environments are often faced with intra and interpersonal challenges (e.g., the fear of failure, pressures from coaches, parents, and peers) which may not promote psychosocial development. The findings provide evidence of PYD within the high-performance youth sport context, with this environment able to facilitate the development of positive outcomes and experiences relevant to both sport and non-sport settings. The results suggest that high performance coaches may be able to create environments (or a team culture) which foster positive youth development. However, there may still be scope to educate coaches better regarding the 	<p>2019, Article Journal, English, Youth Development and Gender Differences in High Performance Sport.</p>
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				potential influence they have on players, and how they can promote the transfer of psychological skills into other areas of life.	
10.	<p>Panagiotis Gerabinis and Marios Goudas 2019</p> <p>A Qualitative Investigation of Young Footballers' Perceptions Regarding Developmental Experiences</p>	<p>Twenty-one young football athletes (aged 12–15) from nine different youth sports clubs in a city of Central Greece participated in the study. The coaches of the sports clubs were asked to denote two athletes, one highly motivated and one not so motivated. Further, these athletes had to be engaged in football for at least 5 to 6 years.</p>	<p>Twenty-one semi-structured interviews were conducted, lasting on average thirty-five minutes. 4 interviews lasted 20 to 30 min, 2 interviews 300–350, 8 interviews 360–390 and 7 interviews 400–460. The interviews were taken during November and December (winter), which is around mid-season in Greece. Interviews took place in the offices of the sports clubs, in changing rooms, and in some cases in the athletes' homes.</p>	<ul style="list-style-type: none"> This study showed that Greek young footballers have both positive and negative experiences through their interactions with coaches, parents and peers, not only within the microsystem of their own club, but also within the microsystem of other football clubs. The philosophy and policy of football clubs emerged as a distinct element of the distal environment. The young athletes who participated in the study did not have any experience of explicit life-skills teaching. However, they felt that participation in football had helped them develop a range of positive personal attributes. 	<p>2019, Article Journal, English, Perceptions Regarding Developmental Experiences.</p>
11.	<p>Ken Hodge and Daniel F. Gucciardi 2015</p> <p>Antisocial and Prosocial Behavior in Sport: The Role</p>	<p>Study 1 Participants were 291 competitive athletes from a New Zealand university (60% female; mean age = 19.52 years, SD = 1.69 years), from both individual</p>	<p>Study 1 Autonomy-Supportive Coaching Climate. This questionnaire assessed athletes' perceptions of autonomy supportive</p>	<ul style="list-style-type: none"> This two-study research project provided important insights into the moral and motivational underpinnings of antisocial and prosocial behavior in sport. As hypothesized perceived coach and teammate autonomy 	<p>2015, Journal of Sport & Exercise Psychology, English, Antisocial and Prosocial Behavior in</p>

	<p>of Motivational Climate, Basic Psychological Needs, and Moral Disengagement</p>	<p>(n = 79) and team (n = 211) sports.</p> <p>Study 2 Participants were 272 team sport athletes from a New Zealand university (60% female; mean age = 19.49 years, SD = 1.54 years).</p>	<p>behaviors exhibited by the coach in their major sport. Psychological Need Satisfaction. The basic psychological needs for autonomy, competence and relatedness were assessed using the Basic Need Satisfaction in Sport Scale. Prosocial and Antisocial Behavior in Sport Scale (PABSS). Athletes were asked to indicate how often they had engaged in prosocial and antisocial behaviors during the current competitive season or their most recent season.</p> <p>Study 2 Autonomy-Supportive Coach/Teammate Climate. We assessed athletes' perceptions of autonomy-supportive behaviors exhibited by the coach in their major sport. Controlling Coach/Teammate Climate. We used the Coach Controlling Behaviors Scale to assess the controlling dimension of coaching style/climate. Moral Disengagement in Sport Scale-Short (MDSS-S). The</p>	<p>supportive climates had meaningful relations with need satisfaction and with prosocial behavior. Furthermore, as hypothesized, perceived coach and teammate controlling climates had meaningful relations with antisocial behavior. Need satisfaction revealed both direct and indirect relations with both prosocial and antisocial behavior, while moral disengagement revealed direct and indirect relations with antisocial behavior. Overall, these findings reflected substantial evidence from the SDT literature that autonomy-supportive versus controlling motivational climates are critical environmental influences for the satisfaction of the three basic needs, and that both autonomy-supportive coach and teammate climates, along with need satisfaction, are important correlates of prosocial behavior in sport. Finally, controlling coach and teammate climates, along with moral disengagement, were important correlates of antisocial behavior in sport.</p>	<p>Sport, Role of Motivational Climate, Basic Psychological Needs, and Moral Disengagement.</p>
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			short form of the MDSS was employed to measure athletes' overall sport moral disengagement.		
12.	<p>Jan Ekstrand, Daniel Lundqvist, Lars Lagerbäck, Marc Vouillamoz, Niki Papadimitiou, and Jon Karlsson 2017</p> <p>Is there a correlation between coaches' leadership styles and injuries in elite football teams? A study of 36 elite teams in 17 countries</p>	<p>Elite Club Injury Study followed 36 elite football teams from 17 European countries from 2012 to 2016. At each of the study's postseason meetings, the clubs' chief medical officers assessed the leadership styles of their head coaches. A total of 77 reports were produced at those meetings. Data on injuries and exposure to football were also collected from the 36 teams for each of the four seasons.</p>	<p>Medical staff from 36 elite football clubs in 17 European countries produced 77 reports at four postseason meetings with a view to assessing their perception of the type of leadership exhibited by the head coaches of their respective teams using the Global Transformational Leadership scale. At the same time, they also recorded details of individual players' exposure to football and time-loss injuries.</p>	<ul style="list-style-type: none"> Study's main finding was that clubs where coaches used a transformational or democratic leadership style had a lower incidence of severe injuries. Leadership behaviours that communicated a clear and positive vision of the future appeared to reduce the risk of severe injuries. In these study, a leadership style involving low levels of support was associated with a 23% increase in the incidence of severe injuries and a 4% decline in attendance at training relative to a leadership style involving moderate levels of support. A leadership style that encourages people to think about problems in new ways and question assumptions seems to increase attendance at training. Coaches with this leadership style encourage players to challenge inflexible thinking and patterns of behaviour in search of improvement and excellence. They are also willing to take 	<p>2017, Article Journal, English, Coaches' Leadership Styles.</p>

				risks to achieve their goals and accept that mistakes can be an opportunity to learn. Overall, our findings suggest that, to reduce the incidence of severe injuries and increase attendance at training, coaches should establish an interpersonal environment characterised by support, respect, trust and appreciation of staff and players.	
13.	D. Matosic,, N. Ntoumanis, I. D. Boardley, C. Sedikides, B. D. Stewart, and N. Chatzisarantis 2015 Narcissism and coach interpersonal style: A self-determination theory perspective	The sample included 211 professionally qualified coaches (178 male, 33 female: Mage = 38.30, SD = 14.16, range = 18– 81 years old) from across the United Kingdom. They represented a variety (n = 28) of sports (e.g., football, rugby, cricket, swimming, athletics, tennis).	An online questionnaire using the Bristol Online Survey (BOS) platform. Coaches who consented to participate completed a multi-section online (n = 210) or hardcopy (n = 6) questionnaire in 15– 20 min.	<ul style="list-style-type: none"> We obtained partial support for the hypotheses in that narcissism positively predicted controlling behaviors, but the anticipated direct negative effect of narcissism on autonomy-supportive behaviors did not emerge. Furthermore, empathic concern mediated the predictive effects of narcissism on both controlling and autonomy-supportive behaviors as expected, but the hypothesized mediated effect of narcissism on controlling behaviors via dominance did not emerge. 	2015, Journal of Medicine and Science in Sport, English, Narcissism and Coach Interpersonal Style.
14.	Mehmet Güll, M. Ceyhun Birinci, and S. Ahmet Ağaoğlu 2019	A total of 97 athletes participated in 2018 Snowboard cross World Cup organized in Erzurum/Turkey between	The research was prepared by using survey method within the context of descriptive research methods. Descriptive research is a method, which	<ul style="list-style-type: none"> In this study, when the factors of Coaching Behaviour Scale for Sport- CBS-S were examined, it was found that the athletes who participated in the 	2019. Journal of Educational Research, English,

	Investigation of Behaviour Styles of the Coaches of Athletes Who Competed at 2018 Snowboard Cross World Cup	19 and 21 January 2018. Of the 97 athletes, 68 athletes were chosen through random sampling method by taking their levels of English into consideration and the scale was applied on these athletes.	describes and explains what already exists and what takes place without an intervention of the researcher to the case.	<p>study assessed their coaches' behaviours positively. In addition, they found high correlations for goal setting and competition strategies and mental preparation, and they stated that these correlations were the indicators of a high association between variables that can depend on overlaps.</p> <ul style="list-style-type: none"> We believe that the reason for positivity in the factors of Coaching Behaviour Scale for Sport resulted from the fact that the study was conducted on athletes who participated in Snowboard Cross World Cup final and that the athletes and coaches in this level are very well equipped. 	Behaviour Styles of the Coaches.
15.	A. Rui Gomes, Albino Almeida, and Rui Resende 2019 Athletes' Perception of Leadership According to Their Perceptions of Goal Achievement and Sport Results	Participant sample is 180 athletes. All athletes were competing at junior level (the last one before adult level), were aged 16–18 years (mean [M] $\frac{1}{4}$ 17.5, standard deviation [SD] $\frac{1}{4}$ 0.57), were competing in first or second national divisions and had been practicing soccer at an	Athletes responding to questionnaires collectively in the presence of a study investigator when coaches were not present.	<ul style="list-style-type: none"> These study demonstrated that athletes' perceptions of their coaches' leadership vary according to the athletes' perceptions of individual versus team goal achievement, actual sport performance, and when in the sport season the perception data are acquired. This conclusion indicates the dynamic nature of coach–athlete 	2019, Article Journal, English, Leadership and Perceptions of Goal Achievement.

		official level for at least two and as many as 13 years.		relationship and the need of understand the fluctuations on leadership styles of coaches and the potential consequences on athletes and teams.	
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DISCUSSION

The aim of this study is to conduct a comprehensive overview of cross-sectional observational studies that examined roles of coach's behaviour in affecting the prosocial and antisocial behaviour in athletes. Coaches behaviour is essential when interventions aimed at reducing athletes immoral behavior are developed. Several researchers support the assumption that coaching style has a significant influence on prosocial and antisocial behavior among athletes.

Based on Table 3(pg 92), all the findings showed few factors roles of coache behaviour in affecting prosocial and antisocial behaviour of athletes. The results in Table 3 shows that the factors were connected to each other. From the table, a study by Bebetos, Filippou, and Bebetos, (2017) found that, their psychological profile is influenced more by stronger negative and/or positive coaching actions. The findings of the study showed that coaching conduct differed by gender when it came to the competitive experience. Women scored higher than males in the studies. Women show greater "attachment" to emotional aspects of coaching behaviour, according to the findings, even on the level of experienced athletes, so they are characterised as sentimental and emotional. Moreover, a study by Bolter and Kipp, (2018) understand that when coaches create a mastery climate that emphasises learning, effort, and improvement as keys to success, rather than a performance climate that emphasises outperforming others and winning, athletes are more likely to endorse good sporting behaviour, whereas athletes report more unsporting attitudes and behaviours when they believe their coaches approve of such actions. Through educating instructors to employ team-building activities and address moral issues, interventions in physical education (PE) settings have proven beneficial in increasing prosocial attitudes and actions. These studies suggest that coaches who emphasise effort and learning while also discussing moral dilemmas can help their athletes develop good sportsmanship. Coaches' approval of unsportsmanlike behaviour, on the other hand, is likely to result in poor sporting behaviour.

Another study by O'Connor, Gardner, Larkin, Pope, and Williams, (2020) stated that, males reported greater antisocial behaviour toward teammates and opponents, as well as higher confidence perceptions. Females reported being more prosocial with their opponents. Males exhibited greater self-perceptions of competence than females; however, when coach evaluations of competence were considered, this impact was lost. Furthermore, as predicted, guys formed a considerably greater bond with their instructor than females. It's worth noting that male athletes reported a considerably better athlete-coach connection than female athletes. This is a new finding, and it could be due to the male participants having a longer season (i.e., 10 months) and more sessions per week with their coach (i.e., 3 training sessions; 1 game) than the females, who have a shorter season (i.e., 6 months) and fewer sessions per week with their coach (i.e., 2 training sessions; 1 game) (i.e., two training sessions; 1 game). Furthermore, in high-performance environments, both the player and the coach are more committed, resulting in a more solid coach-athlete connection. As a consequence of spending more time with their coach throughout the year, the male players may establish a deeper bond with him. Besides, the findings from Ekstrand, Lundqvist, Lagerbäck, Vouillamoz, Papadimitiou, and Karlsson, (2018) shows that, A supportive leadership style, in which the coach encourages and recognises athletes and staff, tends to minimise the occurrence of serious injuries and improve training session attendance rates. In comparison to a leadership style including moderate levels of assistance, a leadership style featuring low levels of support was related with a 23 percent rise in the frequency of serious injuries and a 4 percent drop in training attendance. This demonstrates that coach behaviour is linked to group efficacy. Individual players benefit from

supportive leadership, but the team as a whole benefit as well. Overall, coaches should create an interpersonal atmosphere characterised by support, respect, trust, and appreciation of staff and players to minimise the occurrence of serious injuries and improve training attendance.

According to Mavridis, Rokka, Filippou, Mavridis, and Bebetos, (2019) stated that, “supportiveness behaviour” is statistically significant when it comes to autonomy, competence, and relationships, but “negative activation” is exclusively connected in a negative way. In terms of coaching conduct, athletes believe it to be helpful and less negative, while athletes exhibited good averages in terms of meeting fundamental psychological requirements, with the greatest in partnerships. A supportive coaching style can help players meet their basic psychological requirements while also promoting optimal motivation and good athletic perseverance. Coaches' emphasis on positive feedback was positively connected to college athletes' satisfaction of autonomy and competence requirements. This shows that, in order to achieve their goals both in the process of performance and at the effectiveness level, coaches should focus on satisfying basic psychological needs, motivation, and pleasure of participation, as well as their approach to be positive in achieving both perceived autonomy and ability and the development of relationships with other co-athletes.

Furthermore, a study showed that coaching conduct has a greater impact on individual sports or athletes. When the athlete's practises became more difficult, the coach gave him more attention, especially technically. The athlete had the impression that he was at the centre of the connection and that the coach had faith in him. Individual sports allow for the development of deeper relationships. Individual athletes reported that mental preparation, personal support, technical skills, and goal setting had less of an impact on coach leadership. The authors found that while studying the relationship between antecedent coaching practises and athletes' perceptions, it is critical to consider sport type (Bebetos, Filippou, and Bebetos, 2017). When it comes to team sports (football, netball, and hockey), distinct behaviours are displayed. This might be because players' views of their coach's behaviour may have significant implications for the coach's methods in team sport athletes' divergence. For example, the coach's good and bad rapport behaviour will impact the players' confidence and motivation, as well as enhance or reduce their self-motivation and self-confidence in performing as a team. According to the findings, each team sport may have a different view of their coach's behaviour based on their experience, gender, personality, or attitude. Furthermore, participants in all three types of sports may view the coach as having better technique effectiveness if the coach has engaged in successful technical coaching behaviour on a regular basis (Mohd Kassim, Mohd Aznan, and Abdul Halim, 2020).

Athletes' prosocial and antisocial behaviour is influenced by coaching style. As a result, the coach–athlete relationship may be crucial in determining an athlete's moral behaviour in sport. From a practical standpoint, it's critical that coaching education emphasises the need of building an autonomy-friendly sports environment, allowing athletes to acquire a sense of autonomy, responsibility, and self-control (Chen, Wang, Wang, Ronkainen, and Huang, 2016).

CONCLUSION

In conclusion, coaches' behaviour may be a crucial factor in improving coaching efficacy since they demonstrate more supporting rather than controlling behaviours to their players, thereby meeting their psychological requirements. As a result, we should think about coaching skills

and educate the general public about their relevance. Positive coach behaviour has an impact on athlete performance and the coach-athlete relationship, and is linked to the athlete's skills and abilities, which have a significant impact on the athlete's sports performance. A coach's instructional, organisational, strategic, and social interaction roles, as well as their relationships with athletes, have an impact on players' skill development and psychological results. Some coaches have a positive attitude toward their athletes, while others may use a negative approach to motivate and enforce accountability. This is significant because athletes have a higher chance of participating in sports and physical activity for a longer period of time, which can lead to a healthier lifestyle. However, there are several limitations to the generalizability of these studies. As an instance, the use of two resources (Scopus and Web of Science) can be insufficient since there are other databases can look forward. Moreover, the selected key search words could have affected the evaluation of database as one resource of delicacy and the data have possibility incomplete due to missing values in this study. Errors in collecting data or not accurate use of measurement instruments might arise. Considering these limitations, the study suggests that use variety of database such as ProQuest Dissertation & Theses, Science Direct and others to get specific materials of data collection observations. Despite, the study has contributed to our grasp of the important of keywords roles of coach behaviour in affecting prosocial and antisocial behaviour in athletes in this study. To get the best result, it is recommended to use software tools to get an accurate database search in conducting systematic reviews. Then, the findings also help coaches to learn more and gain knowledge about their behaviour in affecting prosocial and antisocial behaviour in athletes by improving their skill, method and coaching style on the approach their athletes. Furthermore, coach behaviour affects athletes in and off the sports venue. Thus, coach behaviours also determine how the athlete behaves in their daily life.

Authors' Contribution

Fariha binti Mohammad Fazilah as main author
Jamilah binti Ahmad Radzi as data analysis
Al-Hafiz bin Abu Bakar as literature review
Ahmad Fikri bin Mohd Kassim as supervisor and proofread

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