

ZHANG, Tingran, ZHANG, Mufan, YANG, Yi and LUO, Jiong. A Review of The Impact of Coach Authority on Sports Emotions and Behavioral Responses. *Quality in Sport*. 2024;34:56170 eISSN 2450-3118.

<https://dx.doi.org/10.12775/QS.2024.34.56170>

<https://apcz.umk.pl/QS/article/view/56170>

The journal has been 20 points in the Ministry of Higher Education and Science of Poland parametric evaluation. Annex to the announcement of the Minister of Higher Education and Science of 05.01.2024. No. 32553.

Has a Journal's Unique Identifier: 201398. Scientific disciplines assigned: Economics and finance (Field of social sciences); Management and Quality Sciences (Field of social sciences).

Punkty Ministerialne z 2019 - aktualny rok 20 punktów. Załącznik do komunikatu Ministra Szkolnictwa Wyższego i Nauki z dnia 05.01.2024 r. Lp. 32553. Posiada Unikatowy Identyfikator Czasopisma: 201398.

Przypisane dyscypliny naukowe: Ekonomia i finanse (Dziedzina nauk społecznych); Nauki o zarządzaniu i jakości (Dziedzina nauk społecznych).

© The Authors 2024;

This article is published with open access at Licensee Open Journal Systems of Nicolaus Copernicus University in Torun, Poland

Open Access. This article is distributed under the terms of the Creative Commons Attribution Noncommercial License which permits any noncommercial use, distribution, and reproduction in any medium, provided the original author (s) and source are credited. This is an open access article licensed under the terms of the Creative Commons Attribution Non commercial license Share alike. (<http://creativecommons.org/licenses/by-nc-sa/4.0/>) which permits unrestricted, non commercial use, distribution and reproduction in any medium, provided the work is properly cited.

The authors declare that there is no conflict of interests regarding the publication of this paper.

Received: 13.10.2024. Revised: 20.11.2024. Accepted: 27.11.2024. Published: 27.11.2024..

## **A Review of The Impact of Coach Authority on Sports Emotions and Behavioral Responses**

### **Tingran Zhang**

Physical Education, Southwest University, Beibei District, Chongqing, 400700, China

<https://orcid.org/0009-0005-2840-2604>

[2878041101@qq.com](mailto:2878041101@qq.com)

### **Mufan Zhang**

Physical Education, Southwest University, Beibei District, Chongqing, 400700, China

<https://orcid.org/0009-0008-2875-3959>

[2721690949@qq.com](mailto:2721690949@qq.com)

### **Yi Yang**

Physical Education, Southwest University, Beibei District, Chongqing, 400700, China

<https://orcid.org/0000-0001-9370-4303>

[1390330627@qq.com](mailto:1390330627@qq.com)

### **Corresponding author:**

#### **Jiong Luo**

Physical Education, Southwest University, Beibei District, Chongqing, 400700, China

<https://orcid.org/0000-0003-0161-7320>

[784682301@qq.com](mailto:784682301@qq.com)

**Abstract:**

Most athletes have experienced negative anger when facing coach authority, but coach authority may also evoke positive emotions in athletes, as coach authority contains two layers of connotations: authoritarianism and strictness. This study explores the relationship between coach authority and athlete's emotional and behavioral tendencies based on Lazarus's emotional theory, elucidates the emotional changes of athletes facing coach authority, summarizes the theoretical framework and possible development process of coach authority and athlete's emotional and behavioral tendencies, and provides important references for the training skills and team management of sports coaches.

**Keywords:** Dual authoritarian leadership; Training and guidance; Coach-player relationship; Lazarus emotion theory; Sports emotions

**Introduction**

Leadership authority is an important characteristic of leaders, and many leadership theories have mentioned that this type of leader puts pressure on subordinates and controls their behavior. From a power perspective, leaders influence subordinates based on seven types of power (statutory power, reward power, coercive power, reference power, expert power, information power, and situational power), making subordinates obey (Hiller, 2019). As a leader, a coach possesses strong authority and is often described as an "iron blooded coach.". Coach authority refers to the coach making decisions independently and exerting strong pressure on athletes through autonomous behavior (Organista,2020). The essence of coach authority is to use physical punishment and blame as the basic educational methods. From the behavioral perspective of psychology, corporal punishment and blame are attempts to end erroneous behavior with pain (physical pain from corporal punishment or psychological pain from blame), in order to achieve educational goals (Kerr et al., 2020).

By organizing relevant literature on leadership authority, scholars have summarized it into two dimensions: dominance-focused authoritarian leadership (Dom-FAL) and discipline-focused authoritarian leadership (Dis-FAL). Dom-FAL refers to the leader's manipulation of individuals, while Dis-FAL refers to the leader's control over task work (Wanru, Boxun, & Yuhui, 2014). Research suggests that Dom-FAL has a negative effect on the psychological empowerment of subordinates, while Dis-FAL has a positive effect; In terms of enhancing the psychological empowerment of subordinates, the interaction between Dis-FAL and benevolent leadership has a positive impact, while the interaction between Dom-FAL and benevolent leadership has no effect (WeiCheng et al., 2022; YuHung et al., 2019; Cheng et al., 2021). The authoritarian behavior of coaches has long attracted the attention of scholars, and the impact of coach authority on players may not be entirely negative, but may also have positive effects (Barcza Renner et al., 2016; Stein et al., 2012; SanFu, ChengTa, & CheneTang, 2013). Related studies have found that authoritarian leadership can enhance player performance, including enhancing cohesion, trust in coaches, and positive relationships. Conversely, it can also reduce team satisfaction, increase tool commitment, and increase competitive fatigue; In the sports field, coaches often use physical punishment to create a

harsh environment for players to grow and improve from setbacks, but at the same time, it makes players dislike training (SanFu K, & ChunYi C, 2015; Sanfu et al., 2021).

To this day, there is not much empirical research on the positive effect of leadership authority on organizational efficiency. However, the current Ministry of Education requires zero physical punishment for athletes, and how to reflect coach authority in keeping with the times is a question worthy of in-depth consideration.

In summary, from the perspective of coach authority, dominance-focused authoritarian coach (Dom-FAC) or discipline-focused authoritarian coach (Dis-FAC) is the coach's requirement for players. In this situation, it is difficult for players to remain calm and their emotions do not fluctuate. Emotional theory is currently the main theory used to explain the emotions of athletes. Its main viewpoint is that stress is not just an external stimulus, nor is it just an individual response, but rather an individual's assessment of the degree to which stress stimuli are related to their personal well-being, and whether they have sufficient resources to cope

(Daniels, 2001; Lazarus, 2000) . Generally, individuals can categorize their explanations of emotions into three categories: challenge, threat, and coping resources (Jones et al., 2009; Meijen et al., 2020; Uphill & Jones, 2007). Does authoritarian leadership cause pressure on athletes, and may the emotional and behavioral responses of athletes to coach authoritarian leadership be positive or negative? And the positive and negative emotions of the contestant will affect their subsequent attitude and behavior (positive or negative behavior?). Therefore, clarifying the possible relationship between coach authoritarian leadership and the emotions and behavioral tendencies of athletes has significant theoretical and practical significance.

## **Theory, assessment types, and mechanisms related to sports emotions**

### ***Related theories of sports emotions***

A good emotion theory should be able to explain how emotions are defined, whether they cover physiological aspects, whether emotions can be categorized, how cognition, motivation, and emotions interact, and how different emotions can be distinguished. The theory of emotion (cognitive-motivational-relational theory of emotion) proposed by Lazarus (1999) perfectly meets the above basic requirements. This theory contains two main contents: firstly, it provides a general view on emotional responses and can explain the causal relationships and reactions among its intrinsic variables that depend on each other; The second is to provide various emotional characteristics and state how these different emotions are induced, as well as how they affect subsequent behavior and reactions.

"Cognitive" refers to a type of cognition and assessment of adaptive encounters. Cognition is a generalized belief in how things work, while assessment is an evaluation of the importance of the outcomes of environmental encounters to individual (Lazarus, 2000; 2003). Although the core related themes outline the emotional characteristics of human environment relationships, they cannot adequately describe the cognitive judgments of emotions. Because everyone holds certain special personal meanings in their hearts, and these special personal meanings become factors that individuals use to evaluate. Therefore, the form of evaluation factors varies from person to person, which is why the same event causes different emotional reactions in everyone (Doyle et al., 2021). Therefore, in order to explain how a specific

emotion is triggered, individuals must know the evaluation factors or evaluation patterns of each emotion.

Motivational refers to immediate emotions and moods, which are a response to whether the various experiences in daily life have achieved their goals.

The concept of motivation helps us understand what is an adaptive encounter and whether the emotional response caused by such an encounter is positive or negative (Hanafiah, Abd Hamid, & Muttaqim, 2021; Ma-Kellams, & Wu MST, 2020). There are two interrelated concepts of motivation: firstly, motivation is a certain trait of a person - a trait variable that leads an individual's daily experiences, and is a form of goal system. Secondly, this trait of pursuing goals will be stimulated by factors such as needs, limitations, and environmental resources in daily encounters; In other words, motivation has the characteristic of handling interpersonal interaction, constructed between motivational traits and appropriate environment. "Related" refers to emotions that always occur in person-environment relationships, regardless of whether they are good or bad. For example, psychological stress and emotions are not solely caused by environmental factors or internal psychological processes, but rather by changes in the relationship between people and environment over time and context (Lazarus, 2006; Lazarus, 1993). This core premise is that each emotion contains a unique core relational theme (CRT), which serves as the foundation for describing the human environment relationship of emotions.

### ***Cognitive assessment of exercise emotions***

Emotions are an essential element for human evolution and survival. Like the cute appearance of infants and young children, it brings people a feeling of love and happiness, enabling infants and young children to receive care and growth. When encountering dangerous situations, people will feel nervous and fearful, and be in a state of alert for war or escape. Emotions are an important topic in the field of sports research, and Lazarus's emotion theory is widely used to explain the emotions of athletes (Jones et al., 2009; Uphill & Jones, 2007; Lazarus, 2000). Lazarus 's emotion theory distinguishes emotions based on "related themes", such as anger, anxiety, sadness, pride, happiness, fear of failure, relief, depression, and so on. For example, the emotional meaning of anger is the forced harm to oneself, while the meaning of anxiety is facing threats related to uncertainty and survival. At present, the assessment of exercise emotions is divided into two parts: primary assessment and secondary assessment.

The focus of primary assessment is the risk of encountering consequences. There are three main components for evaluation, namely goal correlation, goal consistency, and goal content. Target correlation refers to whether anything is in a dangerous state, and for any emotion, target correlation will determine whether encountering is possible. If the event is dangerous, the outcome will lead to emotional reactions, and the intensity of emotions depends on the level of importance of the target (Robazza et al., 2021). Secondly, goal consistency refers to encountering situations that are assessed as beneficial or harmful to the individual, and this conflict centered principle determines whether emotional responses are positive or negative. The target content refers to the individual's personal goals in dangerous situations, and different personal goals adopted by individuals in dangerous situations can lead to different emotions (such as anger, guilt, and shame) (Robazza et al., 2021; Guoxiong, & Junhong,

2006). For example, when an individual is in danger, if their personal goal is to protect themselves or maintain self-identity, they will experience feelings of anger. If their personal goal is to uphold moral values, they will experience feelings of guilt. If they think about my practice, it will trigger feelings of shame.

The secondary assessment mainly focuses on the coping process and expectations, including the assessment of being criticized or praised, coping potential, and future expectations. The evaluation of being condemned or praised is based on whether one has a responsibility and obligation for the quality of the results, as well as how much control one has over their own actions (Cruz AFL (2020)). The key to secondary evaluation lies in the close relationship between the core related theme and the evaluation form, which can distinguish different emotions. The evaluation form provides an overall evaluation judgment about the core related theme, which is also the basis of this relationship. For example, anger means unfriendly behavior. Similarly, if we see blamable events occurring, we will also judge the occurrence of angry emotions, so a person may develop emotions from more detailed evaluation factors to the appearance of the core related theme; It is also possible to act in the opposite direction and generate emotions. To distinguish between pouting anger and gloating anger, we must consider secondary assessments (such as coping potential). pouting anger is a type of anger with a smaller degree, often occurring in individuals who love to rely on others. When they feel undervalued or unsupported and feel threatened, such emotional reactions will occur; On the other hand, if the threatened individual is a person with high levels of self satisfaction, then he or she does not need to be uncomfortable or angry to seek psychological satisfaction; On the contrary, it may lead to attacks and even be replaced by gloating anger (Uphill & Jones, 2007; Levillain et al., 2021; Uphill & Jones, 2012).

### ***Types and mechanisms of sports emotions***

#### **Anger**

Anger is the most concerning and controversial aspect, built upon the evaluation of personal goal content. The target content contains evaluation factors that are positive, at risk, and have relevance to the target. Anger is constructed on the basis of personal self-identity assessment, and is also related to goal relevance. When an individual's self-identity is unfairly humiliated, leading to a threat of identity, there will be a phenomenon of inconsistent goals among individuals (Öz et al., 2011) . In addition, the inevitable characteristic of anger is the presence of Blame, which is attributed to a sense of responsibility and control; In other words, if the person who hinders us has no choice, then anger cannot be generated. For example, when a coach requests a training session on Saturday, but you are absent without reason, this situation will trigger the coach's anger; On the other hand, if the coach knows that your absence is due to family needs and you are unable to attend, then the coach will not have any angry emotions. In the field of sports, we often see tennis players throwing rackets, baseball pitchers hitting people, basketball players retaliating against others with crutches, etc. These angry scenes are methods used by individuals to repair their self-identity. Due to the openness of the competitive sports field, the performance of athletes is fully exposed in the eyes of the audience, opponents, and coaches. Personal performance, whether good or bad, success or

failure, or loss or win, will be undisguised. According to Lazarus' emotional theory, this is highly likely to affect the individual's goal relevance; The characteristic of competitive sports is to pursue victory as the main goal, and the goal of athletes is mainly to improve their self-identity through successful performance.

Therefore, once a player's self-identity is damaged or threatened in a competition, individuals will have inconsistent goals, and anger will immediately arise (Xiao, Spinrad, & Eisenberg, 2019).

### **Anxious**

Anxiety is a construction of personal meaning and self-identity. When an individual's constructed meaning and identity are threatened, they will experience inconsistent evaluations of their goals, leading to anxiety. The target content of anxiety overlaps with that of anger, but there are significant differences between the two in terms of facing threats and potential emotional reactions. Anxiety is a state of worry, or tension that often occurs in a non real and objective imagined danger state, that is, anxiety itself is an imagined, non actual threat state, unless we can suppress the threat into a specific event. Therefore, anxiety is often considered the foundation of psychiatry (Ranney, Behar, & Yamasaki, 2020). In terms of anxiety, threats are not a form of humiliation that we may retaliate against, but a potential loss of personal meaning, which will make us feel more or less powerless. In other words, anxiety is a future oriented and anticipatory emotion that cannot provide objectively observable threat agents, so there is no object of blame (Wangelin et al., 2012) . In sports situations, every athlete will experience anxiety because before the competition, there is always a worry and concern in the player's heart about the undecided outcome of the competition. What should they do if the competition result is not as expected or does not achieve the expected ranking? This hypothetical outcome, although not real, may exist, meaning that personal meaning and self-identity pose a threat, leading to anxiety.

### **Sadness**

Sorrow is a state of inconsistency in goals that arises when an important personal commitment (such as social status, profession, reputation, or loved ones) is lost due to inability to change (i.e. helplessness or loss of control). People believe that what is lost cannot be recovered. If an external threat substitute is found, emotions are more likely to be angry. On the other hand, if loss is internalized, emotional reactions may turn into guilt or shame. Emotions may shift from sadness to anger, anxiety, guilt, or shame, which is why sadness is often a mixture of anger, anxiety, guilt, and sadness (Mussatayeva, & Kotlyarova , 2022). People may feel angry due to the death of their loved ones, or anxious about trying to regain lost meaning, or may not believe or even deny such loss. Sadness is often covered by active emotions such as anger, anxiety, guilt, and shame. It has no special content and seems to be a unique emotion, the result of a series of confrontations with loss (Day, 2023). Proactive emotions are focused on making every effort to recover from loss, but sadness is a long-term process of facing loss and gradually accepting unchangeable facts. It has two significant characteristics: first, its behavioral response is unresponsive or withdrawal from the situation involved; second, it is a gradual process of resisting loss and finally accepting the fact of loss.

### **Pride**

The main trigger of pride is goal correlation, which includes highly valuable goals or achievements. Goal consistency is the achievement of a valuable goal or achievement, and the attribution of responsibility and control guides oneself. Pride is the evaluation result of being praised for self-worth enhancement (credit), which is a special core theme for distinguishing between pride and happiness. For example, when a baseball player hits a crucial home run, if the hitter believes that this home run is the main cause of the entire game's victory, and believes that the team's win or loss is their own responsibility, and is completely in their own hands, then the individual will evaluate the victory as their own credit and trigger a sense of pride. On the contrary, if the hitter believes that winning is the result of the collective efforts of all players, and their home run performance is just another reason to help the team win, then the hitter's emotions should not be pride, but rather a sense of happiness as a member of the team and able to make the greatest contribution to the team (Gilchrist et al., 2018; Bureau et al., 2013).

### **Happy**

Happiness is a concept that brings positive experiences to the soul, a special form of experience that includes a strong sense of happiness and good spiritual feelings. Happiness is a major positive emotion in psychology, but there is little research in the field of competitive sports that explores happiness. Only a few studies have explored peak performance, flow, and enjoyment in sports, as peak performance is defined as a state of high or strong happiness (Al Suwaidi, Al-shami, & Akmal, 2020). So although research on peak performance is indirect, it covers the concept of happiness. As for the concept of flow, it is defined as a psychological comfort feeling that arises from a balance between challenge and self ability, while pleasure is mainly defined as the participation in the exercise itself, through which positive emotions such as happiness, optimism, and fun are obtained (Woodman et al., 2009).

### **Fear of failure**

Fear of failure is a negative psychological state that arises when an individual may not be able to achieve an important achievement goal. Fear of failure is a psychological process of fear or worry that arises when we are unable to meet our own internal standards or goals. The emotional experience of fear of failure needs to be mediated by fear of failure assessors, as individuals will inevitably evaluate these assessors before developing fear of failure emotions (Moreno-Murcia, et al., 2019; Correia, Rosado, & Serpa, 2016). Before achieving a certain goal, individuals will inevitably evaluate the relevant things that affect the achievement of the goal, and during the evaluation, they will consider whether their goal will be influenced by the perception of related things. For example, after years of hard work and training, a certain

athlete will participate in the most important competition of their career in the near future. However, during this period, due to poor practice and hearing that the contestant participating in the competition is strong, the athlete's original belief in winning the championship is shaken. If the competition is not considered, the hard work and effort of these years will be in vain, and it may have a significant negative impact on the development of their future sports career. At this point, the contestant may begin to develop a fear of failure and feel afraid of the various consequences that may arise after the failure.

### **Coach authoritarian leadership and emotional cognitive assessment of athletes**

#### ***Authoritarian leadership and emotional reactions of subordinates***

The emotional event theory suggests that organizational members experience emotions from the interaction process, and these emotional experiences constitute emotional events, that is, constructing emotions triggered by specific events from experience (Dasborough, 2006; Gooty et al., 2010; Tse et al., 2018). In organizations, organizational leaders are the most influential individuals, therefore they can be seen as an important source of constructing emotional experiences for subordinates. During the interaction with the leader, subordinates may experience emotions triggered by the leader's behavior, which can affect their subsequent behavior. Emotions are crucial to an individual's physical and mental health and work attitude. A person with highly negative emotions (such as depression, frustration, anger, anxiety) may find it difficult to maintain good interpersonal relationships, have high levels of physical activity satisfaction, have good work attitudes and performance, and may even endanger mental health.

The more authoritarian leadership behavior exhibited by direct supervisors, the more angry emotions felt by subordinates, and the more restrained expressions of anger emotions (TsunYu, & BorShiuan. 2003).; Personal positive emotions are related to positive work attitudes and performance, while negative emotions are related to a decrease in work attitudes and performance (Martins et al., 2010; Mayer et al., 2008 ; Beal et al., 2006). When the theory of paternalistic leadership was proposed, authoritarian leadership included authoritarian style, belittling subordinate abilities, image decoration, and educational behavior. Subordinates reflected reverence and obedience, including obedience and obedience behavior, reverence behavior, and shame behavior (Baysak, & Bilgetürk, 2021). When subordinates are criticized, scolded, or mocked, it is difficult not to trigger emotional reactions, and these emotions need to be calmed.

#### ***Dom-FAC or Dis-FAC and sports emotional responses***

Research has shown that Dom-FAC manipulates athletes with its personal authority, causing them to obey and develop fear (Wanru, Boxun, & Yuhui, 2014). Dom-FAC harms the well-being of athletes and makes it difficult for them to understand the coach's positive intentions (Cheng et al., 2021). The results of the exercise scenario show that Dom-FAC has a negative impact on the motivation, self-esteem, coach player relationship, performance, trust, and psychological resilience of players (WeiCheng et al., 2022). The goal of Dom-FAC control is to "control the players". It can be inferred from this that the requirements shaped by Dom-FAC will clearly pose a threat to the contestants, rather than an opportunity. Under this



teaching guidance, the negative emotions of athletes will vary depending on the amount of resources they have to cope with. If athletes have confidence in their athletic abilities (high self-efficacy), or receive sufficient social support from coaches, family, and teammates (such as private care and care from coaches), that is, due to sufficient coping resources, their negative emotions will be lower. In contrast, if a contestant feels self doubt, lack of self-efficacy, or lack of social support, that is, insufficient coping resources, their negative emotions are higher.

Dis-FAC does not have a direct impact on the athlete's effort behavior, but is regulated by the athlete's motivation orientation, that is, the impact of Dis-FAC on the athlete's effort behavior is not simply a direct impact, but there are other variables present. Faced with Dis-FAC's strict discipline and high standards of strict control procedures, some players may view it as an opportunity, while others may view it as a burden, resulting in two perceptions of threat and opportunity (Jinzhe et al., 2023). Under the guidance of Dis-FAC, players who perceive threats will have varying degrees of negative emotions due to the amount of resources they have to deal with. If a contestant has low self-efficacy or lacks social support, they will experience negative emotions. On the contrary, if a contestant has high confidence in themselves or feels high social support and sufficient coping resources, their negative emotions are relatively low. Under the guidance of Dis-FAC, players who perceive opportunities will have varying degrees of positive emotions due to the amount of resources they respond to. If they have high self-efficacy or feel high social support at the same time, that is, they have high confidence in themselves, and feel the care and warmth from coaches, family, and teammates, that is, they will have a high level of positive emotions due to sufficient response resources (Yuhong et al., 2019; SanFu, PoLun, & MingHua, 2016).

### **Challenge and Response of Athletes to Authoritarian Coaches**

Both Dom-FAC and Dis-FAC create a situation of physical and mental demands on players, which can be seen as a source of pressure. When faced with coach demands, players will trigger a sense of challenge and threat; Challenge is seeing situational demands as an opportunity, expecting oneself to benefit, while threat is seeing demands as a burden, expecting oneself to be hurt. The expected benefits of opportunities bring positive emotional meaning, while threats are expected to be hurt, thus bringing negative emotional meaning. Lazarus emotional theory suggests that when faced with the demands of authoritarian coaches, if a player believes that "this is something I can control and I have the ability to cope," the pressure can be relieved through the process of cognitive assessment; However, once a player feels that the coach's requirements exceed their controllable range of abilities, a high level of stress response can occur.

Self-efficacy is considered by many scholars to be an important coping resource for athletes, and it is a belief generated based on the evaluation of their ability to perform work (Meijen et al., 2020; Uphill & Jones, 2007). Many studies have shown a close relationship between self-efficacy and exercise performance, with high self-efficacy individuals having better effort and persistence, as well as better exercise performance (Saville,&Bray, 2016; Jackson et al., 2020).

Self-efficacy is widely used in sports fields and can be seen as a player's confidence in their own abilities (SanFu, ChengTa, & CheneTang, 2013). Due to the fact that athletic performance is the core of training and competition, Dom-FAC control is derived from the athlete's athletic performance. Therefore, the evaluation of the athlete's self-efficacy, that is, the athlete's confidence in themselves, is an important resource for coping with coach requirements.

Social support refers to the reciprocal exchange of resources between two or more individuals to enhance each other's well-being (Shumaker & Brownell, 1984). Important individuals such as family, coaches, and teammates are the main sources of social support for athletes.

Social support includes two dimensions: functional and process oriented (Bianco & Eklund, 2001). Social support can directly reduce, prevent, or buffer the stress of athletes, and is closely related to their training consumption, injury treatment, and sports performance (Freeman, 2020). In the theory of paternalistic leadership, the individual care and face maintenance of benevolent leaders, as well as the gratitude of subordinates, indicate that benevolent leadership can be seen as social support from leaders. For athletes, if Dom-FAC has a compassionate guiding heart, they will also feel warmth and receive social support from coaches (Li, & Li, 2021; Grego-Planer, 2022).

### **Insufficient research**

At present, research on authoritarianism and strictness has laid a reference foundation for future in-depth research. However, the more difficult aspect is the lack of reliable measurement tools and methods for cognitive assessment of emotions; At present, a large amount of research is only limited to qualitative research methods, and future research should consider developing towards quantitative research to further reveal the relationship between coach authoritarian leadership and player emotions and behavior

### **Conclusion**

Coach authority can trigger both positive and negative emotions among players, leading to both positive and negative behaviors; How do athletes explain and view the coach's authoritarian leadership, which can trigger positive and negative emotions among athletes; Dom-FAC can cause players to feel threatened and trigger negative emotions, and the different coping resources that players have will result in varying degrees of negative emotions; Dis-FAC can create two feelings for players: threat and opportunity. Players who feel threatened will have lower negative emotions if they have sufficient response resources, while those who feel the opportunity will have higher positive emotions if they have sufficient response resources.

### **Disclosure**

#### **Author's contribution**

This article is designed and written by Tingran Zhang and Jiong Luo. Mufan Zhang and Yi Yang are responsible for literature collection and organization. Meanwhile, Luo Jiong is the manager of the project and has approved the author and corresponding author of this study.

*All authors have read and agreed with the published version of the manuscript.*

### **Financing Statement**

This project is supported by the Humanities and Social Science Foundation of the Ministry of education of China (Project No.: 20YJA890018)

### **Institutional Review Board Statement**

Not applicable.

### **Informed Consent Statement**

Not applicable.

### **Data Availability Statement**

Not applicable.

### **Conflict of interest**

The authors deny any conflict of interest.

### **References**

- 1 Hiller NJ, Sin HP, Ponnappalli AR, & Ozgen S. (2019). Benevolence and authority as WEIRDly unfamiliar: A multi-language meta-analysis of paternalistic leadership behaviors from 152 studies. LEADERSHIP QUARTERLY, 30(1), 165-184. DOI:10.1016/j.leaqua.2018.11.003
- 2 Organista N (2020). "The Top is Always Reserved for Men": Gendering of Leadership Positions in Polish Sports Federations. POLISH SOCIOLOGICAL REVIEW, 212, 497-516. DOI: 10.26412/psr212.07
- 3 Kerr G, Battaglia A, Stirling A, & Bandealy A. (2020). Examining Coaches' Perspectives on the Use of Exercise as Punishment. INTERNATIONAL SPORT COACHING JOURNAL, 7 (3) , 306-316. DOI:10.1123/iscj.2018-0100
- 4 Wanru Z, Boxun Z, & Yuhui L. (2014). Authoritarian leadership: concept origin, current situation review, and future direction. Chinese Journal of Psychology, 56(2), 165-189. DOI: 10.6129/CJP.20140103
- 5 WeiCheng P, ChiHao K, PoLun L, & SanFu K. (2022). Relationships Between Coach's Dual-Dimensional Authoritarian Leadership and Athletes' Mental Toughness: The Mediation Effect of Cognitive and Affective Trust. College Sports Journal, 24(4), P481 – 494. DOI: 10.5297/ser.202212\_24(4).0004
- 6 YuHung C, WanJu C, TeHsien C, & BorShiuan C. (2019). Does Authoritarian Leadership Lead to Bad Outcomes? A Contingency Perspective. Chinese Journal of Psychology, 61(2), 97 – 129. DOI: 10.6129/CJP.201906\_61(2).0002
- 7 Cheng YH, Chou WJ, Kao SF, & Chou TH. (2021). Challenge athletes to improve their self-worth: A serial mediation model linking dual controlling behaviors to sport performance. Psychology of Sport and Exercise, 56, 102014. <https://doi.org/10.1016/j.psychsport.2021.102014>

- 8 Barcza-Renner K, Eklund RC, Morin AJ, & Habeeb CM. (2016). Controlling coaching behaviors and athlete burnout: Investigating the mediating roles of perfectionism and motivation. *Journal of Sport and Exercise Psychology*, 38(1), 30-44. <https://doi.org/10.1123/jsep.2015-0059>
- 9 Stein, J., Bloom, G. A., & Sabiston, C. M. (2012). Influence of perceived and preferred coach feedback on youth athletes' perceptions of team motivational climate. *Psychology of Sport and Exercise*, 13(4), 484-490. <https://doi.org/10.1016/j.psychsport.2012.02.004>
- 10 SanFu K, ChengTa L, & CheneTang Y. (2013). Paternalistic Leadership Behaviors and Trust-In-Coach: The Cross Level Moderating Effects of Team Values. *Journal of Sports*, 46(4), 393- 405. DOI:10.6222/pej.4604.201312.1308
- 11 SanFu K, WeiCheng P, PoLun L, ChiHao K, Robert J.S, & ChungChiang C. (2021). Reflection on coaches using corporal punishment as an intervention in teaching practical research: Examining the change of Chinese leadership and motivational climate. *Journal of Sports*, 54(3), P225-242. DOI:10.6222/pej.202109\_54(3).0003
- 12 Daniels K. (2001). Stress and emotion: A new synthesis. *HUMAN RELATIONS*, 54(6), 792-804. DOI:10.1177/0018726701546006
- Lazarus RS. (2000). How emotions influence performance in competitive sports. *The Sport Psychologist*, 14(3), 229-252. <https://doi.org/10.1123/tsp.14.3.229>
- 13 Jones M, Meijen C, McCarthy PJ, & Sheffield D. (2009). A theory of challenge and threat states in athletes. *International Review of Sport and Exercise Psychology*, 2(2), 161-180. Doi:10.1080/17509840902829331
- 14 Meijen C, Turner M, Jones MV, Sheffield D, & McCarthy P. (2020). A theory of challenge and threat states in athletes: A revised conceptualization. *Frontiers in Psychology*, 11, 126-143. Doi:10.3389/fpsyg.2020.00126
- 15 Uphill MA, & Jones MV. (2007). Antecedents of emotions in elite athletes: A cognitive motivational relational theory perspective. *Research Quarterly for Exercise and Sport*, 78(2), 79-89. Doi:10.5641/193250307X13082490460508
- 16 Lazarus RS. (2000). Toward better research on stress and coping. *AMERICAN PSYCHOLOGIST*, 55(6), 665-673. DOI:10.1037//0003-066X.55.6.665
- 17 Lazarus RS. (2003). The Lazarus manifesto for positive psychology and psychology in general. *PSYCHOLOGICAL INQUIRY*, 14(2), 173-189. DOI: 10.1207/S15327965PLI1402\_04
- 18 Doyle FL, Dodd HF, Morris TM, Lazarus RS, Byrow Y, & Hudson JL. (2021). Targeting risk factors for inhibited preschool children: An anxiety prevention program. *BEHAVIOUR RESEARCH AND THERAPY*, 147. DOI: 10.1016/j.brat.2021.103982
- 19 Hanafiah MH, Abd Hamid M, & Muttaqim H.(2021). Exploring Aceh Tsunami Museum Visitors' Motivation, Experience and Emotional Reaction. *CURATOR-THE MUSEUM JOURNAL*, 64(4), 613-631. DOI:10.1111/cura.12444
- 20 Ma-Kellams C, & Wu MST (2020). Gender, behavioral inhibition/activation, and emotional reactions to negative natural and social events. *PERSONALITY AND INDIVIDUAL DIFFERENCES*, 157. DOI: 10.1016/j.paid.2019.109809

- 21 Lazarus RS. (2006). Emotions and interpersonal relationships: Toward a person-centered conceptualization of emotions and coping. *JOURNAL OF PERSONALITY*, 74(1), 9-46. DOI:10.1111/j.1467-6494.2005.00368.x
- 22 Lazarus RS. (1993) . From Psychological Stress to the Emotions-A History of Changing Outlooks . Annual Review of Psychology. 44,1-21. DOI: 10.1146/annurev.ps.44.020193.000245
- 23 Robazza C, Moran M, Bortoli L, & Ruiz MC. (2021). Perceived motivational climate influences athletes' emotion regulation strategies, emotions, and psychobiosocial experiences. *PSYCHOLOGY OF SPORT AND EXERCISE*, 59. DOI: 10.1016/j.psychsport.2021.102110
- 24 Guoxiong Z, & Junhong L. (2006). Using Lazarus's cognitive motivational related emotion theory to examine emotional transitions in sports situations, *College Sports*, 84,120-128. DOI: 10.6162/SRR.2006.84.19
- 25 Cruz AFL (2020). Emotion Management as an Important Topic for Athletes in Competition. *FORO EDUCACIONAL*, 35,103-119. DOI: 10.29344/07180772.35.2652
- 26 Levillain G, Martinent G, Vacher P, & Nicolas M. (2022). Longitudinal trajectories of emotions among athletes in sports competitions: Does emotional intelligence matter? *PSYCHOLOGY OF SPORT AND EXERCISE*, 58. DOI: 10.1016/j.psychsport.2021.102012
- 27 Uphill MA, & Jones MV. (2012). The consequences and control of emotions in elite Athletes. In J. Thatcher., M., Jones, & D. Lavallee (Eds.), *Coping and Emotion in Sport* (2nd ed., pp. 213-235). Routledge.
- 28 Öz O, Erdem M, Yücel M, Durukan I, Akgün H, Ulas ÜH, et al. (2011). Evaluation of Anger, Anger Expression Style and Mood Profile in Tension-Type Headache. *NOROPSIKIYATRI ARSIVI-ARCHIVES OF NEUROPSYCHIATRY*, 48(3),171-174. DOI:10.4274/Npa.Y5744
- 29 Xiao SX, Spinrad TL, & Eisenberg N. (2019). Longitudinal relations of preschoolers' dispositional and situational anger to their prosocial behavior: The moderating role of shyness. *SOCIAL DEVELOPMENT*, 28(2), 383-397. DOI: 10.1111/sode.12346
- 30 Ranney RM, Behar E, & Yamasaki AS.(2020). Affect variability and emotional reactivity in generalized anxiety disorder. *JOURNAL OF BEHAVIOR THERAPY AND EXPERIMENTAL PSYCHIATRY*,68. DOI:10.1016/j.jbtep.2019.101542
- 31 Wangelin BC, Bradley MM, Kastner A, & Lang PJ.(2012). Affective engagement for facial expressions and emotional scenes: The influence of social anxiety. *BIOLOGICAL PSYCHOLOGY*,91(1),103-110. DOI: 10.1016/j.biopsycho.2012.05.002
- 32 Mussatayeva MS, & Kotlyarova IV.(2022). Modeling emotional concepts: Anguish, sadness, sorrow, grief. *VESTNIK TOMSKOGO GOSUDARSTVENNOGO UNIVERSITETA FILOLOGIYA-TOMSK STATE UNIVERSITY JOURNAL OF PHILOLOGY*,75,94-119. DOI:10.17223/19986645/75/5
- 33 Day K.(2023). Sorrow, masculinity and papal authority in the writing of Pope Innocent III (1198-1216) and his curia. *JOURNAL OF MEDIEVAL HISTORY*.49(2),201-226. DOI:10.1080/03044181.2023.2188604
- 34 Gilchrist JD, Sabiston CM, Conroy DE, & Atkinson M.(2018). Authentic pride regulates runners' training progress. *PSYCHOLOGY OF SPORT AND EXERCISE*, 38,10-16. DOI:10.1016/j.psychsport.2018.05.007

- 35 Bureau JS, Vallerand RJ, Ntoumanis N, & Lafrenière MAK.(2013). On passion and moral behavior in achievement settings: The mediating role of pride. *MOTIVATION AND EMOTION*, 37(1),121-133. DOI:10.1007/s11031-012-9292-7
- 36 Al Suwaidi EYM, Al-shami SA, & Akmal S. (2020). Applying Structural Equation Model to develop A New Model of Happiness at the Workplace in Promoting Employee Happiness in Public Organization. *INTERNATIONAL JOURNAL OF NONLINEAR ANALYSIS AND APPLICATIONS*, 11(311-320), Special IssueSI. DOI: 10.22075/IJNAA.2020.4605
- 37 Woodman T, Davis PA, Hardy L, Callow N, Glasscock I, & Yuill-Proctor J. (2009). Emotions and Sport Performance: An Exploration of Happiness, Hope, and Anger. *JOURNAL OF SPORT & EXERCISE PSYCHOLOGY*, 31(2), 169-188. DOI: 10.1123/jsep.31.2.169
- 38 Moreno-Murcia JA, Hernández EH, Marín LC, & Nuñez JL. (2019). Coaches' Motivational Style and Athletes' Fear of Failure (provided by Clarivate) .*INTERNATIONAL JOURNAL OF ENVIRONMENTAL RESEARCH AND PUBLIC HEALTH*, 16(9). DOI: 10.3390/ijerph16091563
- 39 Correia Marco, Rosado António, & Serpa Sidónio. (2016). Fear of Failure in Sport: A Portuguese Cross-cultural Adaptation. *Motriz: Revista de Educação Física*, 22(4), 376-382. DOI: 10.1590/s1980-6574201600040024
- 40 Dasborough, M. T. (2006). Cognitive asymmetry in employee emotional reactions to leadership behaviors. *The Leadership Quarterly*, 17(2), 163-178. <https://doi.org/10.1016/j.leaqua.2005.12.004>
- 41 Gooty, J., Connelly, S., Griffith, J., & Gupta, A. (2010). Leadership, affect and emotions: A state of the science review. *The Leadership Quarterly*, 21(6), 979-1004. <https://doi.org/10.1016/j.leaqua.2010.10.005>
- 42 Tse, H. H. M., Troth, A. C., Ashkanasy, N. M., & Collins, A. L. (2018). Affect and leader-member exchange in the new millennium: A state-of-art review and guiding framework. *The Leadership Quarterly*, 29(1), 135-149. <https://doi.org/10.1016/j.leaqua.2017.10.002>
- 43 TsungYu W, & BorShiuan C. (2003). Emotion Studies in Organizations in Taiwan: A Critical Review. *Applied Psychology Research*, 19, 137-173.
- 44 Martins, A., Ramalho, N., & Morin, E. (2010). A comprehensive meta-analysis of the relationship between emotional intelligence and health. *Personality and Individual Differences*, 49(6), 554-564. <https://doi.org/10.1016/j.paid.2010.05.029>
- 45 Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annual review of Psychology*, 59(1), 507-536. <https://doi.org/10.1146/annurev.psych.59.103006.093646>
- 46 Beal, D. J., Trougakos, J. P., Weiss, H. M., & Green, S. G. (2006). Episodic processes in emotional labor: Perceptions of affective delivery and regulation strategies. *Journal of Applied Psychology*, 91(5), 1053. <https://doi.org/10.1037/0021-9010.91.5.1053>

- 47 Baysak B, & Bilgetürk M. (2021) . A Thematic Analysis of Paternalistic Leadership. *ASR CHIANG MAI UNIVERSITY JOURNAL OF SOCIAL SCIENCES AND HUMANITIES*, 8(2). DOI: 10.12982/CMUJASR.2021.010
- 48 Jinzhe X, Jihao G, Bolun L, Zhongqiang C, Jiarong L, & Sanfu G. (2023) 。 The Authoritative Leadership of Coaches and the Emotions and Behaviors of Athletes: A Perspective on Cognitive Assessment of Athletes. *Journal of Chiao Da Physical Education*, 19, 56-72. DOI:10.6462/JCDPE
- 49 Yuhong Z, Wanru Z, Dexian Z, & Boxun Z. (2019). Coach authoritarian leadership is definitely not good? The proposal and validation of a contingency concept, *Chinese Journal of Psychology*, 61(2), 97-130. DOI:10.6129/CJP.201906\_61(2).0002
- 50 SanFu K, PoLun L, & MingHua S. (2016). Coach's Leadership Authority, Physical Punishment, Discipline, and Blaming: Reflections on Zero Physical Punishment. *Chinese Sports Quarterly*, 30(3), 229-235. DOI : 10.3966/102473002016093003009
- 51 Saville PD, & Bray SR. (2016). Athletes' Perceptions of Coaching Behavior, Relation-Inferred Self-Efficacy (RISE), and Self-Efficacy in Youth Sport. *JOURNAL OF APPLIED SPORT PSYCHOLOGY*, 28(1), 1-13. DOI: 10.1080/10413200.2015.1052890
- 52 Jackson, B., Beauchamp, M. R., & Dimmock, J. A. (2020). Efficacy beliefs in physical activity settings: Contemporary debate and unanswered questions. In G. Tenenbaum & R. C. Eklund (Eds.), *Handbook of sport psychology* (4th ed., pp. 57-80). Wiley. <https://doi.org/10.1002/9781119568124.ch4>
- 53 Shumaker, S. A., & Brownell, A. (1984). Toward a theory of social support: Closing conceptual gaps. *Journal of Social Issues*, 40(4), 11-36. <https://doi.org/10.1111/j.1540-4560.1984.tb01105.x>
- 54 Bianco, T., & Eklund, R. C. (2001). Conceptual considerations for social support research in sport and exercise settings: The case of sport injury. *Journal of Sport and Exercise Psychology*, 23(2), 85-107. <https://doi.org/10.1123/jsep.23.2.85>
- 55 Freeman P. (2020) Social support in sport. In G. Tenenbaum & R. C. Eklund (Eds.), *Handbook of sport psychology* (4th ed., pp. 447-463). Wiley. <https://doi.org/10.1002/9781119568124.ch21>
- 56 Li S, & Li J. (2021). Fostering trust: Authoritarian, benevolent, and moral paternalistic leadership styles and the coach-athlete relationship. *SOCIAL BEHAVIOR AND PERSONALITY*. 49(12). DOI:10.2224/sbp.10452
- 57 Grego-Planer D. (2022). The Relationship Between Benevolent Leadership and Organizational Citizenship Behavior. *PROBLEMY ZARZADZANIA-MANAGEMENT ISSUES*, 20(2), 140-155. DOI: 10.7172/1644-9584.96.7