

Managing a School Table Tennis Club: Structure, Coach Role, and Parental Involvement

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ABSTRACT

This study aims to analyze and synthesize scientific findings related to the management of school table tennis clubs, focusing on three main components: the club's organizational structure, the role of the coach, and parental involvement. This study employed a literature review design, examining 15 articles published between 2015 and 2024 that were relevant to the context of school sports development. The analysis revealed that a clear and documented organizational structure is the primary foundation for creating an effective and sustainable training program. The role of the coach emerged as the most influential variable, requiring coaches to master not only the technical aspects of the game but also pedagogical skills, interpersonal communication skills, and the provision of constructive feedback. Other findings revealed that parental involvement significantly contributes to student motivation, commitment to training, and retention in club activities. Adaptive parental support has been shown to strengthen students' emotional connection to the sport and increase participation in extracurricular activities. This study emphasizes the importance of integrating these three components in establishing a holistic and effective coaching ecosystem. In conclusion, managing school table tennis clubs requires a collaborative management model based on the school, coach, and parent as a strategy to improve the quality of sports development in formal educational settings.

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B. Acquisition of data;
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INTRODUCTION

Developing sports activities in schools is an integral part of developing healthy, well-rounded students with strong character and social competence. Extracurricular activities such as school table tennis clubs provide a strategic platform for students to develop fine motor skills, concentration, coordination, and sportsmanship (Hidayat et al., 2020). Compared to other sports, table tennis has the advantage of requiring relatively simple facilities and being easily implemented at various age levels, making it suitable for integration into school sports development programs (Widodo & Nugroho, 2021). However, the success of a table tennis club is determined not only by the availability of facilities but also by the club's organizational structure, coach competence, and parental involvement.

In general, managing a school sports club requires a clear organizational structure for optimal planning, implementation, and evaluation (Martin et al., 2016). This structure typically includes coaches, student administrators, and administrative support from the school. Studies of sports education management show that clubs with formal structures are better able to achieve program sustainability, increase participation, and maintain the quality of coaching (Sindik & Mekic, 2017). In this context, table tennis, as an individual sport, requires a different management model than team sports, as it emphasizes technical training, consistent repetition of movements, and individual performance evaluation (Chen et al., 2018).

In addition to organizational structure, the role of the coach is crucial. The coach serves not only as a technical instructor but also as a motivator, training schedule manager, character builder, and communicator between the school and parents (Côté & Turnnidge, 2016). The role of an effective coach has been shown to increase students' intrinsic motivation, strengthen their commitment to training, and foster a positive social-emotional environment within the club (Harwood & Knight, 2015).

Parental involvement, on the other hand, is a supporting factor receiving increasing attention in research on children and adolescent sports. Parental support, whether in the form of emotional encouragement, logistical assistance, or communication with coaches, has been shown to improve club member retention, motivation to learn sports, and student performance (Teques et al., 2018; Holt et al., 2020). In schools, parents often serve as a bridge that strengthens the relationship between students and club activities, thus playing a crucial role in program sustainability.

Research specifically related to school sports clubs has shown that coaching success is strongly influenced by the interaction between club structure, coach quality, and family support (Vieira et al., 2019). In table tennis, technical development requires intensive training patterns and an individualized approach, making coach competence a dominant factor in program success (Zhang et al., 2021). Coaches who are able to implement a gradual learning approach, provide constructive feedback, and maintain positive relationships with students have been shown to improve the skills and confidence of young athletes (Li et al., 2020).

Parental involvement in table tennis is also beginning to receive widespread research, particularly in the context of psychological and social development. In individual sports, parental support has a strong influence on students' motivation and persistence in training (Knight et al., 2017). For example, a study by Teques et al. (2018) showed that positive parental involvement correlated with increased self-regulation and motivation in youth sports.

However, in the Indonesian context, research on this relationship is still scarce. Most local studies focus on basic technique development, facility readiness, or the role of physical education coaches, rather than on the management structure of school table tennis clubs. This highlights the need for a comprehensive analysis through a literature review.

Based on the literature review, several important issues can be identified that must be addressed through this study: (1) Does the current organizational structure of school

table tennis clubs support the sustainability of long-term coaching programs? (2) How does the role of coaches in the context of school table tennis clubs compare to other sports? (3) To what extent does parental involvement influence student participation and motivation in table tennis clubs? And (4) How can integration between schools, coaches, and families create a club management model that is effective, sustainable, and contextualized to Indonesian school culture?

These questions form the basis of the analysis in the literature review and will guide the development of an ideal conceptual model for school table tennis club management.

While there is a wealth of research on sports club management, several significant gaps remain: (1) There is a lack of research focusing on school table tennis, especially in the context of club management. The majority of literature examines soccer, basketball, or athletics (Holt et al., 2020; Knight et al., 2017), (2) There is a lack of integrative studies that simultaneously address the relationship between organizational structure, the role of coaches, and parental involvement in the context of school sports clubs, (3) Indonesian literature is still limited, particularly empirical studies evaluating the implementation of school table tennis clubs, and (4) Research assessing collaborative school-coach-parent management models in individual sports like table tennis has been underexplored.

This gap indicates that this literature review has both academic urgency and practical relevance.

The novel contributions of this study lie in: (1) Focusing on table tennis as an under-researched school sport with significant potential for development, (2) Integrative approach: simultaneous analysis of organizational structure, the role of coaches, and parental involvement, (3) Contextualization within the Indonesian education system, which has socio-cultural characteristics that differ from those of other countries, and (4) Developing a conceptual model for managing school table tennis clubs that is holistic, sustainable, and applicable.

Based on the above description, this literature review aims to develop a comprehensive understanding of how school table tennis clubs can be managed effectively. This study not only identifies factors influencing club success but also offers a new framework that schools can use to develop extracurricular activities that are efficient, affordable, relevant, and have a high impact on student development.

This review is expected to provide recommendations for a model for managing school table tennis clubs that can serve as a basis for further research or practical implementation in schools in Indonesia.

METHODS

Review Design

This study employed a literature review design, a method aimed at collecting, evaluating, and synthesizing various research findings relevant to the topic of managing school table tennis clubs, specifically organizational structure, the role of coaches, and parental involvement. This design was chosen because it allows for mapping theoretical

developments, identifying research gaps, and formulating a comprehensive conceptual model based on scientific evidence (Snyder, 2019).

Furthermore, a literature review allows researchers to combine study findings from various educational and sporting contexts, resulting in a broad understanding of the factors influencing the success of school sports clubs (Jesson et al., 2019). Therefore, this design is appropriate for systematically evaluating emerging patterns in the literature over the past 10 years.

Data Sources and Databases

The article search was conducted in several credible databases frequently used in education and sports research, namely: Scopus, Web of Science, ERIC (Education Resources Information Center), Google Scholar, and SPORTDiscus. These databases were selected because they provide articles with international and national reputations, and cover journals in the fields of sport, education, club management, and sports psychology (Xiao & Watson, 2019).

Inclusion and Exclusion Criteria

1. Inclusion Criteria

Articles were included if they met the following criteria:

- a. Published between 2015 and 2024.
- b. Examined school sports clubs, coach development, parental involvement, or sports management structures.
- c. Represented a reputable scholarly journal article, proceeding, or report.
- d. Provides clear research methods and full-text availability.
- e. Contains extractable data or findings.

2. Exclusion Criteria

Articles were excluded if:

1. Focused on professional athletes, not school students.
2. Not available in full-text.
3. Not relevant to the topic of club management or school sports development.
4. Contains opinion pieces, editorials, or articles lacking scientific methodology.

Study Selection Process

The selection process followed the PRISMA 2020 guidelines (Page et al., 2021). The initial search results yielded:

1. 125 initial articles found
2. After title and abstract screening → 68 articles
3. After eligibility selection (full-text review) → 15 final articles analyzed

Data Extraction Procedure

Data from each article was extracted using a standardized form that included:

1. Article identification: Author, year, country, journal name.
2. Research objectives.
3. Research design and analysis methods.
4. Subjects and context (e.g., elementary school students, youth teams, school clubs).

5. Instruments and variables used.
6. Key findings related to club structure, the role of coaches, or parental involvement.

Data Analysis and Synthesis

Data analysis was conducted using two main approaches:

1. Thematic Analysis

Thematic analysis was used to group findings based on the following themes:

- a. Club structure & organizational management
- b. Coaches' role in technical development & motivation
- c. Parental involvement in supporting student sports

This method helps systematically identify patterns and relationships between concepts (Braun & Clarke, 2019).

2. Narrative Analysis

Narrative analysis was used to: compare study results, explain relationships between findings, and interpret trends in school sports club management.

This technique allows for in-depth synthesis even when research methods differ across articles.

3. Meta-Analysis (If Quantitative Data Available)

If there is homogeneous numerical data across multiple studies, then:

- a. Effect size is calculated using Cohen's d or Hedges' g ,
- b. Heterogeneity is tested using the I^2 statistic,
- c. Data are combined using a fixed effects or random effects model (Borenstein et al., 2021).

RESULTS AND DISCUSSION

Result

This research results section presents a summary of the findings from the 15 final articles that met the inclusion criteria. The analysis was conducted using a thematic and narrative approach, and is complemented by statistical data presentations, including the frequency of theme occurrences and the percentage contribution of each factor to the management of school table tennis clubs.

Table 1.

Summary Table of 15 Reviewed Studies (2015–2024)

No	Author & Year	Research Objectives	Design & Methods	Subject / Context	Key Findings
1	Harwood & Knight (2015)	To analyze the role of parents in the development of young athletes	Qualitative – Interview	School-age athletes	Parental emotional and behavioral support increases motivation and retention
2	Martin et al. (2016)	To assess the effectiveness of the organizational structure of school sports clubs	Descriptive	European school sports club	Formal structures improve program sustainability and management
3	Côté & Turnnidge (2016)	To explain the role of coaches in holistic development	Review	Sports coach	Coaches act as technique instructors, motivators, and character builders

4	Knight et al. (2017)	To examine parent-child communication in sports	Mixed Method	School sports students	Positive communication strengthens student participation and emotional well-being
5	Sindik & Mekic (2017)	To measure the effectiveness of sports club management	Survey	School club	Club performance improves with a clear management structure
6	Teques et al. (2018)	To assess the impact of parental involvement on sports motivation	Quantitative	400 students	Parental support → increased intrinsic motivation
7	Chen et al. (2018)	To examine the technical coaching process in novice table tennis players	Experimental Study	Young athletes	Gradual technique training effectively improves shot accuracy
8	Vieira et al. (2019)	To evaluate school sports programs	Mixed Method	School sports program	Programs are effective when there is coach support and adequate facilities
9	Snyder (2019)	To analyze literature review methods for sports management research	Methodological Review	Sports management article	LR is important for mapping research themes and gaps
10	Li et al. (2020)	To assess coaching behavior in young table tennis athletes	Qualitative	Athletes aged 12-15	Verbal feedback → significant performance improvement
11	Holt et al. (2020)	To examine parenting dynamics in children's sports	Review	School athletes	Parental involvement must be appropriate—not excessive
12	Widodo & Nugroho (2021)	To develop an extracurricular table tennis coaching model	R&D	Indonesian high school	Effective club model: regular schedule, trained coaches, and equipment support
13	Zhang et al. (2021)	To analyze individual coaching in table tennis	Mixed Method	Table tennis club	Individualized approach ↑ technique and concentration
14	Sun et al. (2022)	To measure the influence of coach quality on athlete motivation	Survey	350 young athletes	Coach competence → strong predictor of motivation to practice
15	Ramos et al. (2023)	To assess the role of the family in youth sports achievement	Survey	Parents & students	Family involvement → increased achievement and discipline

Distribution of Main Themes in the Literature

Thematic analysis shows that the three major themes that dominate the literature are:

1. Club Structure & Organizational Management
2. The Role of Coaches in Coaching and Motivation
3. Parental Involvement in School Sports Activities

Table 2.

Frequency of Theme Occurrence in 15 Articles

No	Research Themes	Frequency of Appearance	Percentage (%)
1	Club Structure & Organizational Management	12	80%
2	Coach Role	14	93%
3	Parental Involvement	10	67%
4	Training Facilities & Equipment	7	47%
5	Student Motivation and Participation	11	73%

Evaluation of Table Tennis Club Structure in Schools

Of the 12 articles discussing the organizational structure of school sports clubs, it was found that:

1. 75% of the studies reported that a formal structure (with a mentor, coaches, chairperson, facilities department, and administration) improves program sustainability.
2. 58% mentioned the importance of school support through funding, practice space, and a regular practice schedule.
3. 42% highlighted the lack of annual program documentation and monitoring of student achievement.

Table 3.

Statistics of Findings Related to Club Structure

Club Structure Indicators	Number of Studies	Percentage (%)
Formal structures increase club effectiveness	9	75%
The importance of school facilities and funding support	7	58%
Monitoring and evaluation are still minimal	5	42%
Student involvement in management	4	33%

Analysis of the Coach's Role in Table Tennis Clubs

Fourteen out of 15 articles (93%) highlighted that the quality of the coach is the most influential factor in the success of developing school sports clubs.

Key Findings:

1. 86% of studies emphasized the coach's ability to provide effective feedback.
2. 73% emphasized the importance of a pedagogical approach, not just a technical one.
3. 60% reported that the coach influences student motivation and participation.
4. 33% mentioned the coach's role in communicating with parents.

Table 4.

Coach Role Statistics

Aspects of the Coach's Role	Number of Studies	Percentage (%)
Technical Feedback	12	86%
Pedagogical and Psychological Approaches	11	73%
Increasing Student Motivation	9	60%
School-Parent Liaison	5	33%

Parental Involvement in School Table Tennis Clubs

Ten articles (67%) examined the role of parents in school sports activities.

The synthesis found:

1. 70% stated that parental involvement increased student participation.
2. 50% stated that parental logistical support had a direct impact on practice attendance.
3. 40% found that regular communication between coaches and parents increased student motivation.

Table 5.

Parental Involvement Statistics

Variables	Number of Studies	Percentage (%)
Increasing student participation	7	70%
Logistical support (equipment/pick-up and drop-off)	5	50%
Communication increases motivation	4	40%
Lack of parental involvement	3	30%

Summary of Overall Findings

Table 6.
 Recapitulation of Three Main Themes

Main Themes	Level of Influence	Synthesis Conclusion
Club Structure	80%	Formal structures improve club sustainability
Coach Role	93%	Coaches are a key determinant of coaching success
Parental Involvement	67%	Parental support improves retention and motivation

Conclusion Patterns from the Literature Review

From all the findings, a general pattern emerged:

1. The role of the coach is the most dominant factor in the success of the school table tennis club.
2. A clear organizational structure and school support are essential for the club's consistent operation.
3. Parental involvement increases participation, especially in individual sports like table tennis.
4. Most problems arise from:
 - a. lack of facilities,
 - b. minimal communication with parents,
 - c. the absence of a standard management model.

Discussion

This discussion integrates the findings from fifteen analyzed studies, covering three key components in school table tennis club management: club structure, the role of coaches, and parental involvement. These three components are understood as interrelated factors that influence the effectiveness of student development programs in the school environment.

School Table Tennis Club Structure as a Foundation for Management

The organizational structure of a school sports club is a key foundation for the sustainability of student training and development programs. The literature review findings indicate that the majority of studies consistently identify formal structure as a determinant of the sustainability of club activities (Martin et al., 2016; Sindik & Mekic, 2017). Formal structure includes the presence of a school coach, coaches, student administrators, and an organized documentation and administration system.

A clear structure provides work direction, facilitates internal coordination, and increases accountability within the development program (Vieira et al., 2019). A study by Widodo and Nugroho (2021), which developed a model for extracurricular table tennis in schools in Indonesia, confirmed that a well-planned organizational structure—from training schedules and budget allocation to facility management—contributes significantly to successful implementation. In this context, table tennis clubs require a much more detailed approach because the sport is individual and technical, requiring special attention to training intensity, equipment quality, and training space layout.

Furthermore, sports education literature indicates that schools with well-managed clubs tend to have more stable student participation, better performance, and a healthy

social climate (Zhang et al., 2021; Sun et al., 2022). These findings align with the concept of school-based sport management, which emphasizes that organizational structures serve as a platform for non-formal learning processes outside the classroom (Harwood & Knight, 2015; Holt et al., 2020). Therefore, when applied to table tennis, the club structure serves not only as an administrative system but also as a learning environment oriented toward student discipline, independence, and responsibility.

However, several studies have revealed issues related to weak documentation and minimal program monitoring (Zhang et al., 2021; Ramos et al., 2023). This suggests that even though formal structures have been implemented, their implementation is not always optimal. Common problems include insufficient budget support, limited facilities, and the absence of a regular evaluation system. This is particularly true in schools with limited sports facilities. Therefore, aspects of club structures need to be directed towards strengthening governance through the development of annual plans, monitoring the quality of training, and reporting student progress.

The Role of the Coach as a Key Determinant of Club Success

The role of the coach is the most dominant variable in the success of school table tennis clubs. Of the 15 studies, 14 confirmed that the quality of the coach has a direct impact on improving student technique, motivation, and consistency of training (Côté & Turnnidge, 2016; Li et al., 2020). Coaches are not only required to possess technical skills related to serving, spin, footwork, and ball control, but also pedagogical competencies such as providing appropriate feedback, building positive relationships with students, and creating a supportive learning environment (Chen et al., 2018).

One important aspect identified in the literature is coaching behavior, or the way coaches influence students' psychological well-being. Constructive feedback has been shown to improve students' self-confidence, focus on training, and self-regulation skills in competitive situations (Knight et al., 2017; Harwood & Knight, 2015). In sports like table tennis, which emphasize precision and high concentration, coach support becomes even more vital. Li et al. (2020) emphasized that coaches who adapt their communication style to the age-related needs of their students result in greater engagement in training.

Coaches also play a strategic role in connecting students, schools, and parents. Holt et al. (2020) described coaches as mediators who bridge students' academic interests with the demands of sporting activities. In many cases, the success of this communication determines the extent to which parents support their children's extracurricular activities. Teques et al.'s (2018) findings also showed that coaches who actively provided information about student development encouraged parents to provide emotional and logistical support.

However, a major challenge arises from the uneven distribution of coach competencies in Indonesian schools. Widodo and Nugroho (2021) revealed that many school table tennis clubs are run by physical education (PJOK) teachers who lack specific table tennis training, resulting in a more general and less individualized training approach. However, Zhang et al. (2021) emphasize that table tennis requires specific technique development from an early age. This indicates the need to improve coach

capacity through regular training, coaching certification, and other professional development support.

Parental Involvement as a Supporter of Program Sustainability

Parental involvement is a crucial element in maintaining student commitment to school sports activities. Ten studies in this review found that parental support significantly impacted student participation, motivation, and practice attendance (Teques et al., 2018; Holt et al., 2020). This support can take many forms, such as providing additional training facilities, driving children to practice, or providing emotional support during tournaments.

In the context of table tennis, parental support is even more crucial because the sport requires repetitive, high-intensity practice. Ramos et al. (2023) reported that students who received emotional support from their families demonstrated higher levels of persistence in technical practice, especially when faced with difficulties such as failed repetitions or competitive pressure. This is consistent with research by Harwood & Knight (2015) that found that supportive parenting can increase children's intrinsic motivation.

However, parental involvement should be adaptive, not oppressive. A study by Knight et al. (2017) found that overinvolvement or controlling parenting actually reduced children's psychological well-being. In schools, some parents also found that sports were considered secondary activities that interfered with academic achievement. This barrier was highlighted by Vieira et al. (2019), who suggested that schools need to establish proactive communication with parents to explain the benefits of sports for student character development and discipline.

Managing the school-coach-parent relationship is a challenge that requires effective communication strategies. Sun et al. (2022) emphasized that the quality of this relationship determines the overall success of extracurricular programs.

Integration of the Three Components in the School Table Tennis Club Management Model

Based on the data synthesis, it can be seen that the three main components—organizational structure, coaches, and parents—are inseparable. They work synergistically to form a healthy sports development ecosystem. The club structure provides the framework and work rules; coaches direct technical and motivational activities; and parents provide support to maintain sustainable student participation.

An effective school table tennis club management model should include: (1) A clear organizational structure with an annual plan, (2) Technically and pedagogically competent coaches, and (3) Parent-school partnership through regular communication.

This integrative model aligns with the holistic youth development approach (Côté & Turnnidge, 2016), which emphasizes that children's development is supported not only in the technical aspects of the sport, but also socially and emotionally. Furthermore, a well-managed school table tennis club can be a vehicle for character development in students. Discipline, perseverance, hard work, and sportsmanship are values that develop naturally through practice and competition (Chen et al., 2018; Widodo & Nugroho, 2021). Therefore, coaching a table tennis club not only produces skilled students but also individuals with strong character.

Theoretical and Practical Implications

Theoretically, this literature review reinforces the concept that school sports club management is a multidimensional system (Martin et al., 2016; Vieira et al., 2019). Practically, schools can use these findings to formulate sports club development policies based on coach-school-parent collaboration. Coaches need to be provided with professional training, schools must provide adequate facilities, and parents need to be educated about their contribution to child development.

Therefore, this research provides new directions for developing a sports club development model, particularly for table tennis, that is adaptive to student needs and school resources.

CONCLUSION

The results of this literature review indicate that the management of a school table tennis club is a system influenced by three main interrelated components: the club's organizational structure, the role of the coach, and parental involvement. A clear and well-documented organizational structure has been shown to be a crucial foundation for the sustainability of training programs, facility management, and the consistency of extracurricular activities. Schools with a strong managerial structure tend to provide a more stable training environment and support student development, both technically and socially.

The role of the coach emerged as the most dominant factor in successful coaching. The coach serves not only as a technical instructor but also as a motivator, character builder, and liaison between the school, students, and parents. Technical competence, the ability to provide feedback, and a pedagogical approach are crucial elements in creating a positive learning experience for students.

Meanwhile, parental involvement has been shown to have a significant impact on student motivation, discipline, and participation in club activities. Parental support—whether emotional, logistical, or financial—is a strong driver of continued training, particularly in individual sports like table tennis.

Thus, managing a school table tennis club requires a collaborative approach that equally involves the school, coaches, and parents. This study emphasizes the need for a comprehensive, contextual, and sustainable club management model to improve the effectiveness of table tennis coaching in educational settings.

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