

Effects of Coaches' Personality, Behavior, Approach and Role on Players Performance with the Mediating Role of Coaches' Training Method

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Abstract

Objective: The current research work is proposed to explore the impact of coaches' psychological elements on their training and players' performance. Additionally, the current research work also determines the mediation role of training methods between these psychological elements of coaches and players' performance.

Method: A quantitative research approach was adopted to obtain the results of the current research work. Hence a survey of 370 football players, was conducted aimed to collect primary data from the football players in China. Then Partial Least Square (PLS) was used to analyze the primary data.

Results: It is obvious from the results of the current research work that psychological elements of coaches such as their personality, behavior, approach, and role directly impact their training method and players' performance. It is also evident from the current research that training methods also play a vital role in players' performances.

Implications: The current research work provides a boost for greater understanding between the relationship of coaches' personality, behavior, approach, training method, and players' performance. Furthermore, this research work helps players, coaching staff, and authorities in the sports industry to enhance players' performance.

Keywords: Personality, Behavior, Approach, Role Training Method, and Players Performance.

Introduction

Player performance is the result of what is required from a player without knowing the elements which have a significant impact on the performance. These elements are various in their types such as physical elements, financial elements, social elements, and psychological factors. However, the current research work is to investigate the effects of psychological factors which have a relationship with players' performance, particularly in China. Because of the effects of psychological elements, players' performances are weak hence, most of the players remain unable to produce distinguished performances against their competitors (Doron, Rouault, Jubeau, & Bernier, 2020). Besides many other elements which affect players' performances, psychological elements are the major reason due to which players' performances are not as strong as they can be.

Hence, the current research work is proposed to explore the effects of psychological elements of coaches such as their personality, behavior, approach, and role on their adapted training method and the performances of the players under their coaching. By investigating the role of these psychological elements, the current research work is intended to explore the relationship between coaches' personality, behavior, approach, role, training method, and players' performances. Moreover, the significance of the aforementioned psychological elements is described in the current

research work just aiming to examine players' performances. With the help of current research work sports industries, particularly in China, can understand the role of psychological factors especially those effects on their coaching staff. It helps the managing authorities during the process of selection for the coaching staff. Moreover, the current research work also provides sufficient knowledge to understand the effects of psychological elements such as personality, behavior, approach, and role by knowing these elements coaches can make their profiles captivating to compete with their competitors. Furthermore, the current research work also boosts the players and practitioners to make their performances prominent.

Literature has already plentiful knowledge of the effects of psychological elements. There are several papers, books, and other research work is available on the relationship between psychological elements and players' performance. Studies exploring the various types of effects that directly impact players' performance are also part of previous literature. However, previous literature is completely missing the effects of psychological elements on China's players' performance. Hence, the current research work is a unique research work that explores the effect of psychological elements such as behavior, personality, approach, and role of coaches on their

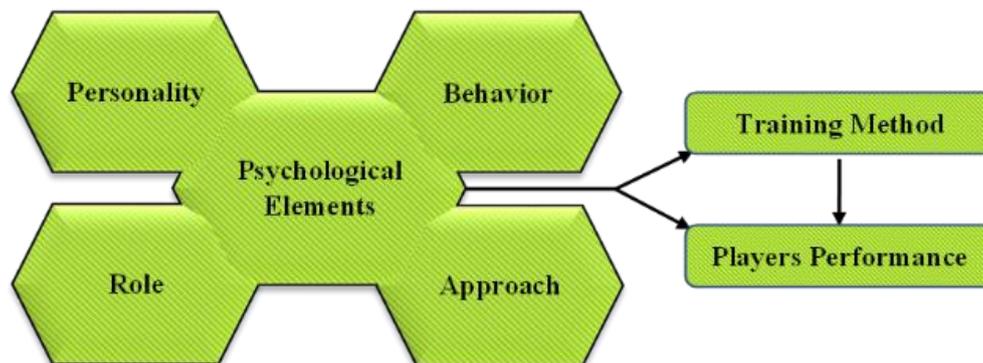
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training method and players' performance. Because psychological elements are powerful tools that have a significant influence on the lifestyle of a person particularly a coach (Held, 2020). With the increase or decrease in the value of psychological elements, a lifestyle of a coach also does not remain in a constant status (Lefebvre, Martin, Côté, & Cowburn, 2019). Alike, the adopted training method by coaches is influenced by their personalities, behaviors, approaches, and roles due to which performances of players under their consideration are laboriously affected. Hence, the current research work investigates the relationship between the coach's personality, behavior, approach, role, training method, and players' performance. Personality, behavior, approach, and role directly affects players' performance with the mediation role of a training method.

Performance is the result of the execution of actions. During the process of execution of these actions, several physical and psychological factors are involved. It is mandatory to consider every

Figure 1. The theoretical framework of the study shows the relationship between personality, behavior, approach, role training method, and players' performance.



The personality of a Coach and Training Method

The current research work seeks to advance an understanding of the relationship between the personality of a coach and the training method adopted by him. Normally coaches are characterized in terms of their abiding personal temperamental qualities (Khimmatiev & Daminov). By taking advantage of this information, the current research work has investigated the effects of the personality of a coach on his/her adopted training method. There are significant consequences for the adopted training method of the personality of a coach regarding the effectiveness and influence of the training method (Yao, Wang, Yu, & Guchait, 2019). The effectiveness and influence of the same training method, are different for each case with a different type of personality of a coach (Bozer & Jones, 2018). A

involved factor during the process of execution of actions aimed to make the performance prominent. The current research work has explored the relationship between coaches' personality, behavior, approach, role, training method, and players' performance. However, there is also a strong need to disclose the role of psychological factors of plyers which directly or indirectly influence their performance.

Literature Review

The current study examined the relationship between personality, role, behavior, approach, training method and players performance. These relationships have important role to achieve the study objective. These relationships are supported through literature and discussed in detail one by one to develop study hypotheses. Figure 1 is the theoretical framework of the study showing the relationship between personality, role, behavior, approach, training method and players performance.

previous study shows that the personality of a coach describes his/her approach to do a specific task (Akhbari Ziegler, Dirks, & Hadders-Algra, 2019). However, the personality of a coach is directly involved in his/her actions and adopted training methods for the players under his/her consideration. Hence, positive values of the personality of a coach promise for maximum effectiveness of his/her adopted training method. Therefore, it is epitomized that;

H1: The personality of a coach has a positive impact on his/her adopted training method.

The personality of a Coach and Players Performance

The personality of a coach does not only directly influence his/her actions but also has a direct relationship with the players' performance,

especially those who are under his/her training (Connolly, 2017). Players perform more smoothly and consistently who are under the training of a coach with an enchanting personality (De Muynck et al., 2020). It shows that there is a strong relationship between the players' performance and the personality of their corresponding coach. According to the result of previous research work, the performances of players are ordinary under the training of a coach with flaws in his/her personality (Sieghartsleitner, Zuber, Zibung, & Conzelmann, 2019). While it is determined that players' performances are more frequently outstanding when the players are under a coach having minimum values of imperfection regarding his/her personality (Koschmann, 2019). Therefore, the personality of a coach is a significant factor that has consequential outcomes especially regarding players' performances who are under his/her consideration. Hence, the coaching staff must maintain their personalities as good and effective that players' performances are more frequently remarkable. Hence, it is encapsulated that;
H2: The personality of a coach has a positive impact on players' performance.

The behavior of a Coach and Training Method

The way a coach acts or reacts is called his/her behavior (Fisher, Larsen, Bejar, & Shigeno, 2019). The behavior of a coach has a significant role in his/her adopted training method (Orth, van der Kamp, & Button, 2019). If the behavior of a coach is not as good as it can be, the effectiveness of his/her training method remains minimum. Bad behavior of a coach, such as lying, cheating, or not listening; makes the training method adopted by a coach, impotent (Rodrigues et al., 2020). While a coach with good behavior can produce maximum results even adopting a deficient training method. It is also obvious from the results of the current research work that the training method of a coach with good behavior is more effective and authoritative while a coach with bad behavior remains unsuccessful to achieve the strength of his/her adopted training method. According to a past study, bad behavior always causes reluctant outcomes even at its initial stages in some cases. Hence, as the value of behavior increases from bad to good, his/her adopted training method also becomes more productive and advantageous particularly for a coach in the sports industry of China. Therefore, it is epitomized that;
H3: The behavior of a coach has a positive impact on his/her adopted training method.

The behavior of a Coach and Players Performance

The behavior of a coach is responsible for players' performances under his/her training (Ahmad et al., 2021). A previous study shows the role of behavior is very crucial regarding the performance of players under his/her consideration (Rehman, Shahzad, Farooq, & Javaid, 2020). It is also clear from the result of current research work that players' performances are prominent who have a coach with good behavior. A coach with good behavior prefers to deal with his/her audiences and players in a polite, proper, and satisfactory way. Players with the polite, proper, and satisfactory behavior of their corresponding coach, apply themselves more deeply during the process of learning or practicing their skills under the consideration of the coach. However, sometimes a slight bad behavior of a coach is enough for poor performance even by the whole team. Hence, the behavior of a coach has a vital role in players' performances, particularly in China. Therefore, it is encapsulated that;
H4: The behavior of a coach has a positive impact on players' performance.

The approach of a Coach and Training Method

The approach is a set of assumptions dealing with the nature of the training method adopted by a coach. A training method depends upon the approach of a coach (Lauwerier, Van Poel, Van der Veken, Van Roy, & Willems, 2020). A coach with a definite approach can achieve the utmost benefits from his/her adopted training method. A previous study explores that approach has a significant role in the adopted training method. When a coach has an exact and clear approach for his training method, maximum outcomes from that training method are for sure. Moreover, a distinct approach helps to make the training method more effective and influential. It is also clear from the result of the current research work that a coach with an obvious approach always remains successful to obtain the required outcome from his/her adopted training method. On the other hand, a coach without an unsuitable approach faces difficulties for the implementation of his adopted training method due to that the required outcomes remain unsuccessful. Hence, it is encapsulated that;
H5: The approach of a coach has a positive impact on his/her adopted training method.

The approach of a Coach and Players Performance

Players' performance not only depends upon players' contribution but the role of their coach also plays a vital role. A coach is responsible for the skill set that a player has (Reid et al., 2020). There are various ways in which coach affects players

performances. However, the approach of a coach has a significant impact on a player's performance. It is evident from the result of current research work that a definite adopted approach by a coach causes prominent performances from a player. According to a past research paper, player performance is the real expo of an approach of a coach (Duggan, Moody, Byrne, McGahan, & Kirszenstein, 2021). Higher performances from a player show the contribution and exact approach adopted by his/her coach. While with a deceased approach, a coach cannot train his/her players for outstanding or prominent performances. Hence it is obvious that the approach of a coach has a direct relationship with the players' performance. Therefore, it is encapsulated that;

H6: The approach of a coach has a positive impact on players' performance.

Role of a Coach and Training Method

Coaches are accountable for organizing planning, and delivering a suitable range of sports actions, exercises, programs, and activities for teams and individuals (Driska, 2020). There are a variety of responsibilities that a coach has to take care of during his duties. However, some responsibilities are very common which are directly related to the adopted training method by a coach. These typical responsibilities are tactics, teaching relevant skills, and techniques which are according to the development and promotion of the sport. According to a past study, coaches despite an influential role remain unable to deliver what is proposed by them, just because of animosity between the role of coaches and their adopted training method (Herbison, Cowan, Martin, Root, & Bruner, 2020). While the coaches showing a great piece of harmony and conformity always remain successful to achieve favorable results from their adopted training methods for themselves as well as for their corresponding teams and individuals. That's why it is encapsulated that;

H7: The role of a coach has a positive impact on his/her adopted training method.

The role of a Coach and Players Performance

Players' performance is directly influenced by the role of a coach (Kim, Do Kim, & Lee, 2020). It is evident from the past studies that the role of a coach has a significant influence on the performance of teams or individuals under his/her inspection. The vital role of a coach always causes varieties and inventiveness in the performances of the players. With a positive role, a coach can turn an unsuccessful player into a ready-to-compete and a developed player. Hence, the part of the role of a

coach has a very influential effect on the performances of players, especially under his/her consideration. According to a previous study, a positively influential coach is responsible for managing leadership, performance environment, and leading players by coaching games and training sessions (Smith, Cotterill, & Brown, 2020). Therefore, the role of a coach is very critical regarding players' performance. Hence, it is capsulated that;

H8: The role of a coach has a positive impact on players' performance.

Training Method and Players Performance

Where several elements directly influence players' performance, the training method adopted by their coach is one of the major elements. The training method defines the real problem of the whole team or an individual due to which an individual or the team is struggling with performance (Rudd, Pesce, Strafford, & Davids, 2020). It is clear from the outcomes of past studies that wrong or less influential adopted training method for a particular team or a player never bring fruitful results and ultimately players performances begin to decrease (Masana et al., 2020). Most of the time it is also noticed that it is a quality training method that provides a real solution to performance-related problems of individuals or a team. When there is something that is not working in favor despite all necessary steps taken, then there is a strong need to revisit the decision of adopting the training method and to replace the existing training method with the new training method. It is clear from the results of the current study that a positively influential training method always causes prominent performances by the players or a team. Hence, it is hypothesized that;

H9: The training method has a positive impact on players' performance.

H10: Training method mediates between the relationship of coaches' personality and players' performance.

H11: Training method mediates between the relationship of coaches' behavior and players' performance.

H12: Training method mediates between the relationship of coaches' approach and players' performance.

H13: Training method mediates between the relationship of coaches' role and players' performance.

Research Methodology

The quantitative research method opted because it provides more depth of knowledge and understanding particularly about the various variables used in the current study. And

respondents of the current study felt it easier to answer the questions. Hence opted qualitative research method helped a lot to elicit primary data from the respondents. After the selection of the qualitative research method, in the next step, a questionnaire was created. However, the questionnaire initially was divided into two portions. In the first portion of the questionnaire, there were 4 major categories have two subcategories for each major category. Each major category consisted of 8 questions hence there were 32 questions in total in the first portion of the questionnaire. While in the second portion of the questionnaire, a 5 Point Likert Scale was used starting from "1" as "Strongly Agree" to "5" as "Strongly Disagree". The Likert scale consisted of 20 further questions aimed to know the preferences of the respondents about the specific variables of the current study.

As respondents for the current study were selected from whole over China which is a very wide area. Hence, the area cluster sampling approach was opted to make things considerable meaningfully. However, the whole country was divided into clusters then among those cluster areas, specific areas which meet more closely the required properties of the current study were selected. Then football clubs from the selected clusters were contacted aimed to collect contact information of the football players. Hence football clubs after knowing the purpose and aim of the current study, provide contact information of the corresponding football players. In the next step, a list of 500 football players coming from almost all the various parts of the country, was prepared. The list contains all the basic information of the players such as

contact and biographic information of the players. There were 500 players in the because the sample size of the current study was 500.

Then the questionnaire was sent via the Chinese national postal service to the respondents individually. However, respondents were also briefly explained about the purpose of the current study via the post sent to them. After 20 days of the post sent to the respondents, there were 225 responses received. Hence a reminder message was sent to the rest of the respondents on the personal cell number. After the next 10 days of the reminder message, there were more than 160 responses were received. Now in total, there were 385 responses. 15 responses out of 385, were partially filled, hence after excluding the 15 partially filled responses, there were 370 responses to be considered as primary data. PLS was used to analyze the primary data to obtain the end results of the current study. All the scales and measures were related to the previous studies.

Data Analysis

Data analysis of the study started with confirmatory factor analysis (CFA) which is most suitable in the current study. CFA was carried out to examine the factor loadings along with the reliability and validity. In this process, factor loadings must be above 0.5, composite reliability (CR) must be above 0.7 and average variance extracted (AVE) must be above 0.5. CFA is highlighted in Figure 2. Factor loadings are given in Table 2 and all the values are above 0.5. Finally, CR and AVE is shown in Table 2 which are also above 0.7 and 0.5, respectively.

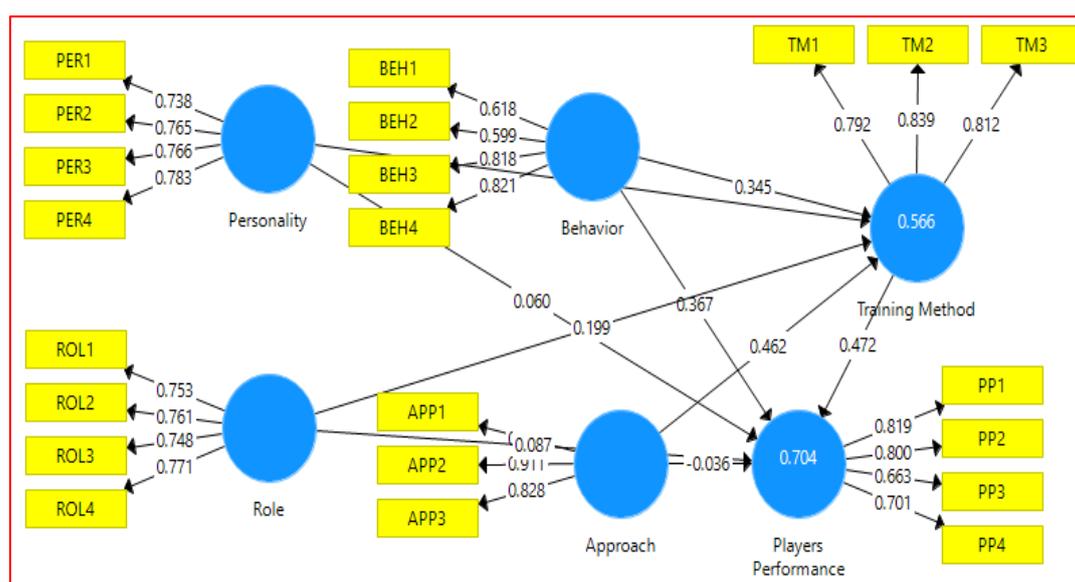


Figure 2. Measurement Model

Table 1. Factor Loadings

	Approach	Behavior	Personality	Players Performance	Role	Training Method
APP1	0.907					
APP2	0.911					
APP3	0.828					
BEH1		0.618				
BEH2		0.599				
BEH3		0.818				
BEH4		0.821				
PER1			0.738			
PER2			0.765			
PER3			0.766			
PER4			0.783			
PP1				0.819		
PP2				0.8		
PP3				0.663		
PP4				0.701		
ROL1					0.753	
ROL2					0.761	
ROL3					0.748	
ROL4					0.771	
TM1						0.792
TM2						0.839
TM3						0.812

Table 2. Reliability and Convergent Validity

	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Approach	0.857	0.86	0.914	0.779
Behavior	0.705	0.744	0.81	0.521
Personality	0.761	0.762	0.848	0.583
Players Performance	0.743	0.764	0.835	0.56
Role	0.754	0.755	0.844	0.576
Training Method	0.746	0.749	0.855	0.663

There are various methods to determine discriminant validity. For instance, cross-loadings, AVE square root and heterotrait-monotrait ratio of correlations (HTMT). HTMT is one of the latest

approaches to determine the discriminant validity. Therefore, the current study used HTMT in which none of the value should be below 0.9. It is given in Table 3.

Table 3. HTMT

	Approach	Behavior	Personality	Players Performance	Role	Training Method
Approach						
Behavior	0.891					
Personality	0.564	0.559				
Players Performance	0.778	0.558	0.826			
Role	0.535	0.618	0.246	0.823		

Training Method	0.895	0.869	0.567	0.564	0.575
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Finally, after the assessment of reliability as well as validity, this study carried out PLS structural model to test the relationship between variables. PLS structural model is the recommended technique in data analysis (F. Hair Jr, Sarstedt, Hopkins, & G. Kuppelwieser, 2014; Hair, 2010; Hair, Ringle, & Sarstedt, 2013; Hair, Sarstedt, Pieper, & Ringle,

2012; Hameed, Basheer, Iqbal, Anwar, & Ahmad, 2018). Total 13 hypotheses are proposed in this study. Two direct hypotheses are not supported as results are given in Table 4. Indirect effect of training method is given in Table 5 in which two hypotheses are supported.

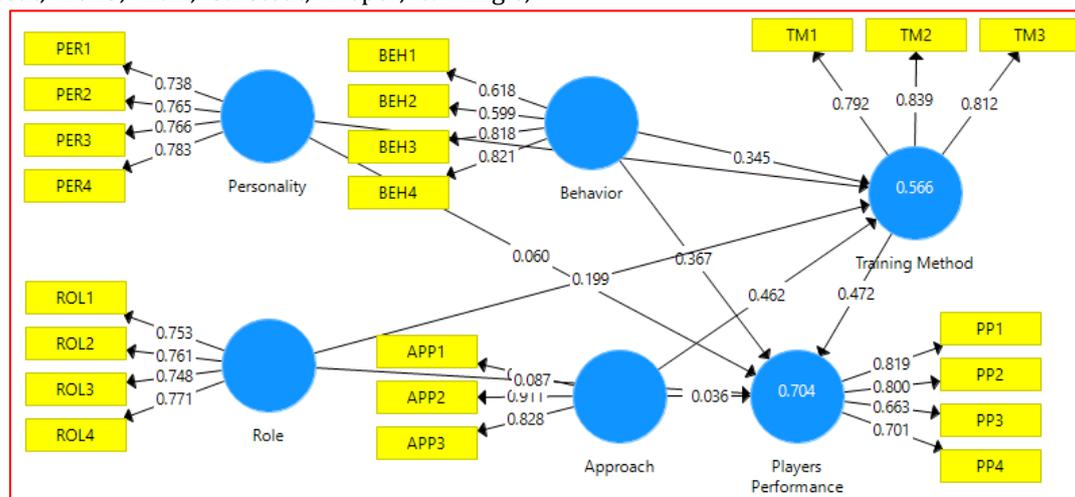


Figure 4. Structural Model

Table 4. Direct Effect Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Approach -> Players Performance	0.036	0.039	0.071	0.499	0.309
Approach -> Training Method	0.462	0.459	0.057	8.172	0
Behavior -> Players Performance	0.367	0.37	0.09	4.057	0
Behavior -> Training Method	0.345	0.353	0.081	4.252	0
Personality -> Players Performance	0.06	0.049	0.126	0.476	0.317
Personality -> Training Method	0.209	0.211	0.127	1.653	0.049
Role -> Players Performance	0.087	0.095	0.128	0.681	0.248
Role -> Training Method	0.199	0.2	0.121	1.648	0.05
Training Method -> Players Performance	0.472	0.473	0.066	7.192	0

Table 5. Indirect Effect Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Approach -> Training Method -> Players Performance	0.218	0.217	0.038	5.803	0
Behavior -> Training Method -> Players Performance	0.163	0.168	0.048	3.406	0
Personality -> Training Method -> Players Performance	-0.099	-0.101	0.063	1.56	0.06
Role -> Training Method -> Players Performance	0.094	0.095	0.06	1.571	0.058

Discussion

The first hypothesis of this study describes that the personality of a coach has a positive impact on his/her adopted training method. Personality has a direct relationship with the actions of a human (Ramaci et al., 2020). It is evident from past researches that personality has a vital role in activities and actions by a person. If a coach appears with greater values of his/her personality, he/she is altogether capable to achieve the utmost results from his/her adopted training method. While it becomes absolutely hard for a coach to gain utmost positive results from his/her adopted training method if he/she doesn't pay enough attention to his/her personality. Therefore, the personality of a coach is very important especially for the required achievements from individuals or a team under his/her consideration.

The second hypothesis of this study describes that the personality of a coach has a positive impact on players' performance. However, it is not significant which is inconsistent with literature. As it is clear from previous literature that the role of the personality of a coach has significant importance in almost every action of the players or a team under his/her consideration (Chapron & Morgan, 2020). With the numerous values of personality, a coach adds values and character to the players or a team under his/her consideration concerning increasing their performances. Hence, players' performance is directly influenced by the personality of their corresponding coach. The impulsive nature of the personality of a coach leads players or a team towards a non-performing state due to which overall performances of players become ordinary and unnoticeable. While a coach with the calm, planned, deliberated, and thoughtful nature of personality causes for the frequently unique, exclusive, and exceptional performances by his/her players.

According to the third hypothesis of this study; the behavior of a coach has a positive impact on his/her adopted training method. Behavior and personality in a way are the same things however, there is a slight difference between them (Teilegen, 2019). Behavior is what comes out while personality is what's on the inside of a person. Hence, the effects of the behavior of a coach have a serious influence on his/her adopted training method. If a coach comes up with rude behavior, he/she will remain to fail to achieve even any possible outcome of his/her adopted training method. On the other hand, a coach with decent, polite, and gentle behavior, quickly becomes able to gain all the possible outcomes of his/her adopted training method. Thus, behavior has a direct relationship with the adopted training method.

According to the fourth hypothesis of this study; the behavior of a coach has a positive impact on players' performance. As behavior is an entity that allows a coach to focus on the actions and words which shape his/her interactions with others particularly with the players or a team under his/her consideration (Grant, 2020). Hence, a coach must adopt a behavior that is suitable to promote players' attention towards their performances. However, a coach with an unhealthy behavior causes distraction for the players or a team under his/her consideration due to which players' performance decreases. Therefore, the role of the behavior of a coach in making his/her team or players' performance has significant importance. Players' performances become outstanding with the quality behavior of the corresponding coach.

The fifth hypothesis of this study says that the approach of a coach has a positive impact on his/her adopted training method. According to a previous study, an approach is a process to get near something aiming to obtain maximum outcomes from that particular thing (Kioupi & Voulvoulis, 2019). However, while getting close to something aiming to obtain maximum objectives, the adopted approach by a coach plays a vital role in the process. When an adopted approach by a coach has bold, distinct and unambiguous values, it is for sure that the adopted approach will cause the maximum results from the adopted training method by the coach. However, the coach who fails to adopt an approach that does not fulfill the requirements for the approach remains unsuccessful to obtain the required results from his/her adopted training method.

According to the sixth hypothesis of this study, the approach of a coach has a positive impact on players' performance. The approach is a definite process to get closer to something for acquiring the required results. In this study, the approach of the coach has a significant value, especially regarding players' performances. Players' performances become more frequent and outstanding when their corresponding coach is approaching them with a proper and appropriate approach (Loturco et al., 2019). Hence, the role of the approach of a coach is very critical, especially regarding players' performances. However, with an objectionable or improper approach, a coach can't enhance players' performances who are under his/her consideration. Therefore, for an influential coach it is quite necessary to adopt an appropriate approach hence, it becomes easy for the coach to obtain his/her marked outcomes regarding players' performances.

The seventh hypothesis of this study describes that the role of a coach has a positive impact on his/her

adopted training method. In a social situation of a coach, a role is a set of associated rights, beliefs, obligations, norms, and behaviors. According to a past study, the role of a coach is his/her expected or continuous or free changing behavior having a certain social position or status. According to this study, the role of a coach has a significant influence on his/her adopted training method. Hence, a coach with an abolish role is quite unable to produce required results from his/her adopted training method despite taking all other necessary steps which are required to gain maximum outcomes from the adopted training method (Podolchak, Prokopyshyn-Rashkevych, & Karkovska, 2019). On the other hand, a coach successfully achieves required results from his/her adopted training method just by practicing a valid and characteristic role even despite the unavailability of other compulsory required measurements regarding his/her adopted training method.

According to the eighth hypothesis of this study, the role of a coach has a positive impact on players' performance. A role is called the character, function, or position of a coach (Andersson, 2019). Hence, the importance of the role of a coach is very significant, especially regarding players' performance. However, the role of a coach directly influences the players' performances, particularly those who are under his/her consideration. It is observed from the results of previous studies that a coach with an appropriate role always plays a key role in the process of achieving greater performances from players under his/her consideration. Whereas, the players are not frequent in performing well who are under the consideration of a coach who is possessed of an improper and unsuitable role.

According to the ninth hypothesis of this study; the Adopted training method has a positive impact on players' performance. Despite a coach's contribution, the role of external contribution has a vital role in the players' performances. A coach's contribution adds definite values to the overall performances of players under his/her consideration however, an external contribution such as the nature of an adopted training method has a significant value regarding players' performances. It is clear from the past literature that various adopted training methods influence differently (Blazevich, Wilson, Alcaraz, & Rubio-Arias, 2020). Hence, the selection of a training method is a very critical decision for a coach.

Therefore, an applicable, convenient, and proper training method increases players' performances while selecting a random or improper training method never produces required results even it consumes resources without producing results.

The last four hypotheses of this study describe that the adopted training method mediates between the relationship of coaches' personality and players' performance. And the adopted training method mediates between the relationship of coaches' behavior and players' performance. And the adopted training method mediates between the relationship of coaches' approach and players' performance. And the adopted training method mediates between the relationship of coaches' role and players' performance.

6. Conclusion

It is concluded that psychological elements such as personality behavior, approach, and role of a coach directly influence players' performance which is under a coach's consideration. Coaches' personality, behavior, approach, and role have a vital role in the players' performances. Dimensions of personality, behavior, approach, and role of a coach describe the way the players perform. If coaches have greater value for their personality, behavior, approach, and role, they become ideal among their competitors and also a real source of prominent performances by the individuals or a team under their consideration. Moreover, it is also clear from the results of this study that players' performance is unique and outstanding when there is a coach adding values during practice sessions and games with a possible better version of his/her personality, behavior, approach, and role. It is also concluded that the adopted training method by a coach has a sufficient role in increasing or decreasing the players' performances.

7. Future Direction

It is highly recommended to notice the effects of psychological factors such as personality, behavior, role, and approach of a player to his/her performances. This study has explored the role of the aforementioned psychological factors which influence coaches due to which players' performance is affected. However, there is a strong need to investigate the direct relationships between the aforementioned psychological factors and players' performances.

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