

Impact of Coaches' Positive Behavior with Moderation of Players' Emotions on Psychological Empowerment and Players' Performance

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Abstract

This study aims to investigate the effect of coaches' good behavior on players' psychological empowerment and performance in Saudi Arabia. It is seen that the players' performance is affected when they are not correctly cared. The coaches do not train the players with their mindsets and emotions in mind. In domestic-level sports, player performance and psychological empowerment are declining with time. Saudi Arabian football players are surveyed using a Likert scale to acquire the data for this study. A partial least square–structural equation model is employed for data analysis. The study indicated that the influence of coaches' good behavior on psychological empowerment and player performance is substantial. As the newly established links are added to the existing body of literature, the model generated by the current research is novel and a significant contribution to the body of knowledge. The study has important implications for the management and coaches of various teams in their efforts to enhance their players' performance and psychological empowerment. Moreover, the future paths of the present study are outstanding for scholars who wish to extend the model of player performance.

Keywords: Coach behavior, player's emotions, psychological empowerment, player performance, player attitude

Introduction

Their team considers each player's performance because everyone works together to win the game (Pori, Tušák, & Pori, 2010). However, some players in every squad perform the best, and there could be various reasons for this (Lorenz et al., 2013). The players their coaches highly drive to perform well can do so because they feel accepted inside the team (Alexander, Carling, & Rhodes, 2022). Furthermore, each player's abilities significantly influence their performance, as the players' performance is determined by these skills (Schinke et al., 2020). Indeed, players motivated to do well in the game might be even better performers when their coaches encourage them (Aquilina, 2013). Ardent trainers train football players because their performance in elite games is observed (Lochbaum et al., 2022).

Moreover, individual player performance significantly impacts their game and strong performance. Modern games accept players with the finest performances in international competitions (Denison, 2007). In terms of performance, the players' emotions are crucial since these emotions improve their performance while facing critical life stages (Arisoy & Pepe, 2021; Venter, 2012). Internationally recognized coaches push football and soccer players to improve their performance during the game.

According to the research, participants in any sport are trained to perform effectively, but their performance

decreases when they have emotional challenges (Abdullah et al., 2016). The players' personalities in family conflicts grow badly, and their performance declines over time (Collins et al., 2003). Since the players are human, their performance is also affected by their other work attitudes (Kirby, Moran, & Guerin, 2011). The players are eager to enhance their work, but their performance might suffer if they experience psychological issues (Lyu, Tang, & Yang, 2022). The coaches can observe the players' physical condition but cannot determine their mental health (Erickson et al., 2022). The modern working methodology of team coaches is suited for enhancing the players' performance because crucial decisions about the players are based on their performance (Alexander et al., 2022). If coached adequately, emotionally resilient athletes can do better in their games (Lorenz et al., 2013; Pori et al., 2010). The coaches' positive attitude should encourage the players' positive playing approach, which can provide a means for the coaches to improve their performance. According to Lochbaum et al. (2022)'s research, players must possess the emotional intelligence to increase their game performance.

According to the studies identified in the literature, the performance of Saudi Arabian players is influenced by several elements. The study by Alexander et al. (2022) reported that the performance of the players is affected when they are working in a team and every participant is satisfied with each other performance. In addition, Schinke

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et al. (2020) found that players' performance can be enhanced when the coach's job positively influences their working behavior. The study Lochbaum et al. (2022) underlined that the players' training is the primary component determining their performance. Arisoy and Pepe (2021) showed that coaches should work constructively because their working behavior can be improved when they are provided with a proper working pattern. Lyu et al. (2022) indicated that work-family conflict influences athletes' performance.

Moreover, the research by Erickson et al. (2022) showed that the positive working behavior of the coaches is the way forward to increase their performance in a constructive method when they recognize the team's triumph is crucial. Meanwhile, the study by Jackson and Roberts (1992) reported that the coaches' skills affect their success since they may work better with positive working behavior. In addition, Ehmann et al. (2022) concluded that players' performance would increase if they were rewarded for their performance.

Indeed, this research has examined numerous elements that affect the success of Saudi Arabian players on their teams. However, this study must address a noticeable research gap in the Saudi Arabian context. Thus, current research aims to determine the impact of coaches' positive behavior with the moderation of players' emotions on psychological empowerment and players' performance. The paper discusses a substantial vacuum in the literature that was missed by prior research. As a result, the model generated by the current study is novel, and a significant contribution to the body of knowledge, as the newly developed linkages, are contributed to the existing literature, particularly in the context of Saudi Arabia. The research has important implications for the management and coaches of various teams in their efforts to enhance their players' performance and psychological empowerment. Moreover, the future paths of the present study are outstanding for scholars who wish to extend the model of player performance.

Literature Review

Any player's performance in the game depends on their skills and abilities to perform well under pressure (Bishop et al., 2022). Compared to other players, the performance of those attempting to enhance their abilities is of more importance (Abdullah et al., 2016). In addition, the athletes must improve their talents because they compete against other players who present obstacles (Lai et al., 2020). Any player's performance represents the skills he needs to perform better in a better scenario (Arisoy & Pepe, 2021;

Pang et al., 2020). The mental and physical empowerment of the players is deemed crucial to their improved performance. The players with limited working skills are required to strengthen their skills to enhance their performance (Pori et al., 2010).

The psychological empowerment of the players is a crucial component in Saudi Arabia because the performance of physically powerful players is significantly superior to that of their competitors (Lorenz et al., 2013). The mental prowess of the players enables them to handle essential moments during the game (Alexander et al., 2022). The physically and psychologically healthy players perform better and win most of the time (Aquilina, 2013). Similarly, the mental strength of these players enables them to devise more effective job techniques (McGuigan, Wright, & Fleck, 2012). Consequently, players' performance is enhanced when they are physically and psychologically engaged in the games (Schinke et al., 2020).

Positive coach-player interactions significantly impact the players' psychological performance (Lochbaum et al., 2022). The athletes constantly learn from their coaches, believing their coaches' demeanor and attitude significantly impact their performance (Denison, 2007). When the coaches provide the players with the necessary tools to enhance their performance, their training will be conducted positively (Lochbaum et al., 2022). Any team's players can improve their job and are required to perform effectively, but their coaches must constructively instruct them for their skill development throughout games (Venter, 2012).

Because the players are human, their emotions impact their personalities (Arisoy & Pepe, 2021; Pori et al., 2010). The players are expected to have strong emotions during their games because only powerful emotions improve their performance effectively. Those who lack emotional strength cannot do well during their game (Lyu et al., 2022). The players' skills are crucial to their effectiveness, and they must acquire them logically and with adequate comprehension (Erickson et al., 2022). In addition, the emotional intelligence of the athletes is essential for the healthy development of their skills and the improvement of their work ethic (Ehmann et al., 2022).

The research conducted by Pori et al. (2010) revealed that the psychological empowerment of the players is essential for their improved performance in the game and that their coaches influence them. In addition, Lorenz et al. (2013) found that players of any sport are required to perform effectively under every circumstance, but only if they have an excellent mental capacity and attitude toward their sport. According to the study by Alexander et al. (2022), the mental conduct of coaches is always adopted by

players, and coaches are expected to perform well throughout their games. In addition, [Thomas, Murphy, and Hardy \(1999\)](#) observed that players must work creatively to enhance their game performance and talents and that their coaches constantly inspire them. However, [Aquilina \(2013\)](#) found that a negative attitude toward players by coaches is detrimental to their performance since it fosters a negative psychological state. According to the research conducted by [McGuigan et al. \(2012\)](#), players in any team are required to perform well to grow their skills. These skills can be enhanced when a coach is strongly motivated to improve the players' performance. The study by [Schinke et al. \(2020\)](#) proved that coaches train players in every sport and that the coaches' confidence and good working psychology improve the performance of their players. According to [Lochbaum et al. \(2022\)](#)'s study, the performance of the players is crucial to their innovative work throughout the game. Still, all training is provided by their coaches, who are interested in enhancing the performance of these players.

Hypothesis 1: *Coaches' positive behavior positively influences the psychological empowerment of players.*

According to the study by [Denison \(2007\)](#), the good working attitude and personality of coaches influence the performance of their teams. Indeed, [Conley and Krahenbuhl \(1980\)](#) found that modern teams attempt to improve their players' performance by employing highly-trained coaches who also influence their personalities. The importance of the training offered by the coaches to the players lies in the fact that they are instructed to perform in various ways to better their performance. The research conducted by [Venter \(2012\)](#) revealed that players' performance would be enhanced if they worked in a team and believed their coaches psychologically supported them. The research conducted by [Abdullah et al. \(2016\)](#) revealed that players should have a favorable attitude regarding their games because these contests are crucial to their actual performance. In their study, [Arisoy and Pepe \(2021\)](#) concluded that the players' performance in every given game is vital because it results from the coaches' labor. In addition, [Collins et al. \(2003\)](#) observed that coaches are trained to interact positively with players, as their behavior is crucial to their successful performance. [Kirby et al. \(2011\)](#) found that players' important performance is influenced by their strong personalities when they receive good performance feedback from their coaches. The research conducted by [Birrner and Morgan \(2010\)](#) indicated that players needed to perform well since their performance can provide the team with a better path to success.

Hypothesis 2: *Coaches' positive behavior positively influences players' performance.*

The investigation conducted by [Lyu et al. \(2022\)](#) revealed that all team members are human beings with feelings comparable to those of others. The study by [Naughton et al. \(2000\)](#) revealed that the players' emotions significantly impact their game performance. According to [Erickson et al. \(2022\)](#)'s study, players' performance would improve if they were emotionally fit and believed their performance is crucial to their team's success. According to [Ehmann et al. \(2022\)](#), the emotional intelligence of the players is a critical aspect of their performance, as those emotionally fit players focus on the most crucial techniques to increase their working performance. The study's conclusion by [Harmison \(2006\)](#) was that players are the most critical stakeholders in implementing any game. Still, they must be encouraged by their coaches because training and motivation by the coaches are also essential for players. According to the study by [Needleman et al. \(2013\)](#), the players' performance would improve if they worked more strategically, and their performance would then depend only on their emotions. In addition, the study conducted by [Simpson, Gibbs, and Matheson \(2017\)](#) revealed that coaches are essential to inspire their players because this enables them to increase their performance effectively. In addition, [Smith, Holmes, and McAllister \(2015\)](#) found that players are expected to perform well for their teams and that their performance can be enhanced if they are emotionally motivated and highly praised during game training.

Hypothesis 3: *Players' emotions moderate the relationship between coaches' positive behavior and the psychological empowerment of players.*

According to [Abdullah et al. \(2016\)](#), Saudi Arabian players are expected to be positively inspired by their coaches, although their performance is crucial to the game's outcome. The research conducted by [Venter \(2012\)](#) proved that players might perform well in any sport if they believe their performance is the key to their success. According to the study of [Denison \(2007\)](#), modern athletes operate inventively because they think their fair contribution to the team might improve their performance. The survey by [Lochbaum et al. \(2022\)](#) indicated that players' emotions have a psychological effect on their performance and that these players should be driven to perform well. The research conducted by [Pori et al. \(2010\)](#) indicated that players should avoid engaging in mental conflicts, as these emotions inhibit their ability to perform well on their teams. According to [Lorenz et al. \(2013\)](#), the study revealed that players must perform well in their respective teams since team performance is the key to success. [Alexander et al. \(2022\)](#) research showed that coaches should treat every player somewhat since others observe their devotion and

psychologically affect their personalities. Indeed, Thomas et al. (1999) observed that positive conduct and performance of players are feasible when they are highly inspired to perform well in their teams by their coaches. The study by Schinke et al. (2020) revealed that current games require emotionally robust players because a lack of emotions is a negative personality attribute for players. The study by Lochbaum et al. (2022) found that athletes may

perform well when aggressively urged to enhance their work positively by their coaches. According to the study by Collins et al. (2003), players' performance can improve if their instructors train them equitably.

Hypothesis 4: *Players' emotions moderate the relationship between coaches' positive behavior and players' performance.*

The theoretical model of this research is highlighted in Figure 1.

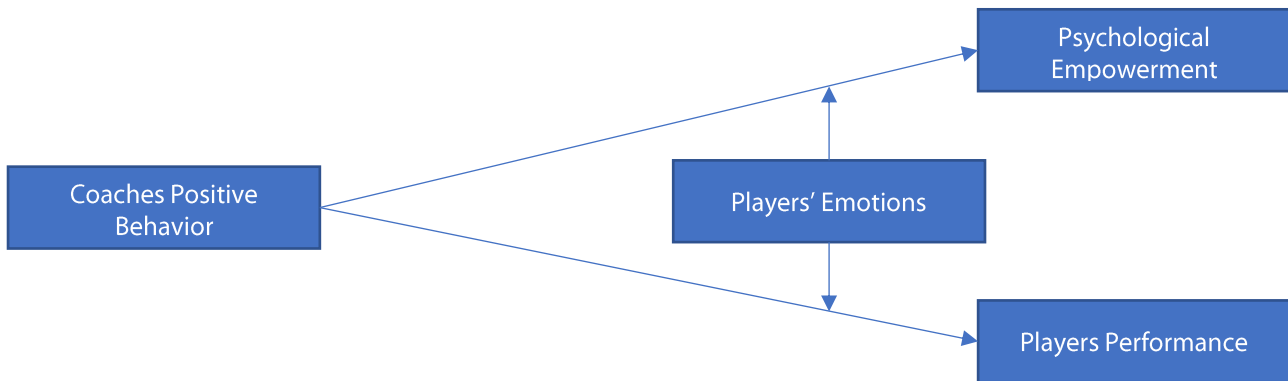


Figure 1. Theoretical Model

Methodology

Measurement and Research Design

This study has utilized the "measurements" from previous research to evaluate the relationship between numerous variables and player performance. These studies created these items in a "reliable" manner, and "confirmatory factor analysis" revealed that they are essential and valid for the research. Adapting the "scale items" from Myers, Vargas-Tonsing, and Feltz (2005), this study determines the direct effect of coaches' positive behavior on players' performance and psychological empowerment by analyzing the correlation between coaches' positive behavior and players' performance and psychological empowerment. Consequently, the researchers revised the "scale items" by Lee, Kim, and Joon-Ho (2013) to examine the association between psychological empowerment and other variables, such as player emotions and positive coach conduct. In addition, the researchers updated the "scale items" developed by Denisova and Cairns (2015) to examine the association between players' performance and other variables, including players' emotions and coaches' positive conduct. In addition, the study measured the moderating effect of players' emotions between coaches' positive behavior and psychological empowerment, as well as the moderating effect of players' emotions between coaches' positive behavior and players' performance, by adapting scale items from Akelaitis and Malinauskas (2018). This research has developed a questionnaire based

on the Likert scale since studies in the literature have collected data using the same "rating scale" to produce significant conclusions. In addition, "quantitative data" has been considered for this research because this method of data collecting is also employed in studies discovered in the literature that is also done on the players' performance. The study is based on the "cross-sectional" method of data collecting because this technique is commonly employed in research studies that measure the performance of athletes. In addition, the "survey method" was used to collect data for this study because many academics believe that this technique suits "social sciences" research.

Population, Data Collection, and Statistical Tool

This study's population is determined by conceptualizing the studies completed on players' performance in several other aspects. According to the study's findings, the player's performance can be measured by gathering data from players on domestic teams. For data gathering in Saudi Arabia, this study has considered the players of domestic-level teams. In addition, the researchers could conduct research on the domestic football squad and whether their coaches are competent. Consequently, this study deemed this population suitable for data collection. In this study, the "unit of analysis" is the individual. In addition, the surveys for this study provide a "brief" introduction to the investigation. The players were asked to complete these questionnaires after receiving brief information about the study. Different teams are targeted for data gathering, which motivates the participants to

complete the surveys. The players submit 119 questionnaires in response. These questionnaires were thoroughly examined to determine the validity of the responses. Like other studies in the "social sciences," this study employed "partial least squares – structural equation modeling" to analyze its data. In addition, this technology was utilized extensively to examine the data and provide "empirical evidence" for this study.

Findings and Results

For the initial "normality test" of data, "kurtosis and skewness" metrics were utilized. According to [Babbie, Wagner III, and Zaino \(2022\)](#), "skewness is a measure of

symmetry, or more precisely the absence of symmetry, and kurtosis is a measure of whether the data are heavy-tailed or light-tailed relative to a normal distribution." In addition, [Royston \(1992\)](#) established that "a general guideline for skewness is that if the number is greater than +1 or less than -1, this indicates a significantly skewed distribution, and for kurtosis if the number is greater than +1, the distribution is too peaked."

The investigation also determined this study's "factor loadings (FL)." [Hair et al. \(2012\)](#) established that "factor loading indicates how well an item represents the underlying construct and must be greater than 0.70." [Table 1](#) of the study's findings demonstrate that all variables with factor loadings greater than 0.60 have adequate factor loadings.

Table 1

Measurements and Factor Loadings

Construct	Items	Measurements	FL
Coaches Positive Behavior	CPB1	The coach is helping me with game performance.	0.891
	CPB2	The coach is good to me in conservation.	0.905
	CPB3	The coach motivates me to victory.	0.906
	CPB4	I perceived my coach as good morally.	0.881
	CPB5	My coach encourages better performance.	0.866
Players' Emotions	PE1	I am mentally well for playing.	0.903
	PE2	I believe victory and loss are part of the game.	0.886
	PE3	I am emotionally stable during training.	0.887
	PE4	I never get into conflicts in my game.	0.901
	PE5	I think my family supports me.	0.928
	PE6	My coach is emotionally supportive.	0.902
Players Performance	PP1	I try to perform well in each game.	0.864
	PP2	The team's performance influences my performance.	0.876
	PP3	My team is good with me for performance.	0.869
	PP4	The management is satisfied with my performance.	0.878
	PP5	I think performance is improved with training.	0.892
	PP6	The coach can improve the performance of players.	0.897
	PP7	The motivation of the coach and management is necessary for performance.	0.904
Psychological Empowerment	PSE1	I am mentally fit for the final game.	0.869
	PSE2	The game performance is improved with my behavior.	0.895
	PSE3	I don't get negative emotions for other players.	0.907
	PSE4	I respect the rules of the game.	0.895
	PSE5	I am fit mentally to play in the next game.	0.889
	PSE6	My team needs my support for victory.	0.876

Third, the study determined the "Cronbach alpha (α), composite reliability (CR), and average variance extracted (AVE)" for the reliability test. The findings are reported in [Table 1](#) [Tavakol and Dennick \(2011\)](#) demonstrated, "Cronbach's alpha ($\alpha > 0.70$) is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability." [Raykov \(1997\)](#) demonstrated,

"composite reliability (CR > 0.70) is a measure of internal consistency in scale items, much like Cronbach's alpha." Furthermore, [dos Santos and Cirillo \(2021\)](#) demonstrated, "average variance extracted (AVE > 0.50) is a measure of the amount of variance that is captured by a construct about the amount of variance due to measurement error." The outcomes show that the research has appropriate "reliability" of the data.

Table 2*Reliability Test*

Construct	α	CR	AVE
Coaches Positive Behavior	0.934	0.95	0.792
Players Performance	0.953	0.961	0.78
Players' Emotions	0.954	0.963	0.812
Psychological Empowerment	0.947	0.957	0.79

Fourthly, the researchers found "discriminant validity" results. [Ab Hamid, Sami, and Sidek \(2017\)](#) proved that

Table 3*Discriminant Validity*

Constructs	Coaches Positive Behavior	Players Performance	Players' Emotions	Psychological Empowerment
Coaches Positive Behavior				
Players Performance	0.706			
Players' Emotions	0.692	0.689		
Psychological Empowerment	0.599	0.679	0.583	

In conclusion, the research approach has yielded the desired results. It is established that the direct influence of coaches' positive behavior on the psychological empowerment of

discriminant validity assesses whether or not concepts or measurements that are not intended to be related are unrelated. The results of the investigation utilizing the "Heteritrait-Monotrait (HTMT)" technique test are shown in [Table 3](#). Consequently, "HTMT is a similarity measure between latent variables." [Gold, Malhotra, and Segars \(2001\)](#) demonstrated that "the HTMT threshold is debatable, with the majority of publications recommending a value below 0.90." The study stated that the research has apparent "discriminant validity."

players is beneficial. In addition, it is discovered that the direct result of coaches' positive behavior on the performance of their players is beneficial and influential.

Table 4*Path Findings*

Path	β	STD	t	p
Coaches Positive Behavior -> Psychological Empowerment	0.444	0.057	7.808	0
Coaches Positive Behavior -> Players Performance	0.372	0.176	2.115	0.035
Moderating Effect 1 -> Psychological Empowerment	0.119	0.026	4.576	0
Moderating Effect 2 -> Players' Performance	0.159	0.057	2.777	0.006

In addition, the moderating graph of this study is emphasized to provide visual information regarding the moderating effect. The study found that the emotional state of players moderates the association between coaches' leadership conduct and psychological empowerment. It is to illustrate that the influence of players' emotions moderates the association between coaches' positive behavior and psychological empowerment. This moderating also reinforces the link between the two variables.

Accordingly, the study found that the moderating function of players' emotions moderates the association between coaches' leadership conduct and player performance. This link is depicted which indicates that the influence of players' emotions positively moderates the correlation between coaches' positive behavior and player performance. Moreover, this moderating strengthens the link between the two variables.

Discussion and Conclusion

The study conclusions are based on the "partial least square – structural equation modeling results." The researchers thus established that both direct and moderating variables are significant. The research studied if coaches' good approach toward players in Saudi Arabia influences the psychological empowerment of players. The study by [Alexander et al. \(2022\)](#) discovered that the players' performance declines due to the coaches' hostile behavior since it results in bad psychological growth. According to [Schinke et al. \(2020\)](#)'s research, players on any team must perform competently to enhance their talents, and these skills can develop when a coach is highly driven to improve player performance. According to [Lochbaum et al. \(2022\)](#), coaches' confidence and optimistic coaching style enhance the performance of their players during every game. According to the

research conducted by [Venter \(2012\)](#), the psychological influence of a player's coach is vital to their enhanced game performance. In addition, according to [Arisoy and Pepe \(2021\)](#)'s research, a player of any sport must exhibit a high level of mental aptitude and a positive attitude toward their endeavor to succeed. According to the study by [Lyu et al. \(2022\)](#), players constantly imitate the mental attitude of their coaches; therefore, coaches must play well themselves. In addition, [Erickson et al. \(2022\)](#) found that players must be innovative to improve their performance and game-related skills, but they are always motivated by their teachers. According to [Ehmann et al. \(2022\)](#), a player's performance is vital to how well they play the game. Yet, all of their instruction is provided by their trainers, who are actively involved in improving these players' performances. Furthermore, this conclusion is compared and contrasted with earlier investigations, and it is decided that H1's findings are significant.

In addition, the study evaluated if the players' performance is positively affected by the coaches' good approach towards them. [Bishop et al. \(2022\)](#) research show that a positive attitude is vital to a player's ability to perform significantly during a game. [Lai et al. \(2020\)](#) research indicates that it is essential to consider a player's performance in a game, as it is the consequence of the coaches' rigorous preparation. In addition, [Pang et al. \(2020\)](#) claimed that coaches are instructed to treat players respectfully because their behavior is essential to the team's performance. According to the research conducted by [Arisoy and Pepe \(2021\)](#), when players obtain positive feedback from their coaches regarding their performance, their robust personalities affect their strong performance. The research conducted by [Prien et al. \(2020\)](#) revealed that players must perform well since a winning team can develop more rapidly if they do so. [Erickson et al. \(2022\)](#) found that coaches' personalities and positive work attitudes influence the performance of their teams. According to [Alexander et al. \(2022\)](#), modern clubs aim to improve player performance by hiring trained coaches who influence the players' personalities. The coaches' instruction is vital for the players, as they are instructed to improve their performance in various methods. [Venter \(2012\)](#) found that athletes perform better when they collaborate and perceive that their coaches are emotionally invested in their success. In addition, this conclusion is contrasted and compared with earlier studies in the literature, and it is decided that the findings of Hypothesis 2 are significant.

They also explored whether players' psychological empowerment is favorably influenced by coaches'

favorable behavior toward players, with players' emotions serving as a moderator. [Venter \(2012\)](#) discovered that although coaches' instruction and motivation of their players are essential for their success, players themselves are equally vital contributors to the outcome of any game. According to the research by [Abdullah et al. \(2016\)](#), players' performance would improve if they worked more strategically, making their performance the only factor affected by their emotions. Moreover, according to the research conducted by [Arisoy and Pepe \(2021\)](#), for athletes to increase their performance, their coaches must encourage them. In addition, [Collins et al. \(2003\)](#) found that players must perform well for their teams and that emotional and physical maltreatment by their coaches during game practice may boost their performance. According to [Collins et al. \(2003\)](#), every team member is a human being, and their feelings are comparable to those of other individuals. According to the research conducted by [Kirby et al. \(2011\)](#), players' emotions have a significant impact on their game performance. According to [Birrer and Morgan \(2010\)](#), athletes perform better when emotionally stable and believe their contribution to the team's success depends on it. According to [Jackson and Roberts \(1992\)](#), the self-awareness of the players is a critical aspect of their performance, as psychologically healthy players collaborate on more significant strategies to improve their working performance. In addition, this conclusion is compared and contrasted with past investigations, and it is decided that the findings of Hypothesis 3 (H3) are significant.

Similarly, the research evaluated whether players' performance is positively affected by coaches' good behavior toward them, with players' emotions serving as a moderator. The study by [Pori et al. \(2010\)](#) revealed that athletes should avoid engaging in mental conflict because it hinders their ability to contribute successfully to their teams. The research conducted by [Lorenz et al. \(2013\)](#) demonstrated that players must positively contribute to their teams because team performance is the key to victory. According to the study by [Alexander et al. \(2022\)](#), coaches must treat all of their players equally since other players may detect when a coach favors a certain player, which could psychologically alter that player's personality. Indeed, [Thomas et al. \(1999\)](#) reported that positive behavior and performance are reachable when their coaches highly motivate players to perform well in their teams. According to the research by [Aquilina \(2013\)](#), players of modern games must be emotionally developed because a lack of emotion is a bad personality trait. According to [McGuigan et al. \(2012\)](#), athletes are more likely to perform well if their coaches insist that

they alter their working methods. According to Schinke et al. (2020)'s study, athletes can perform better when they are treated equally by their coaches throughout training. Indeed, a player's performance during a game is crucial, but according to Lochbaum et al. (2022), a player must also be favorably encouraged by their coaches. When participants in any sport believe their performance is the key to their success, they can perform well. According to the research conducted by Venter (2012), modern athletes labor in unique methods because they believe that contributing equitably to the team will enhance their performance. According to Conley and Krahenbuhl's (1980) research, players' emotions psychologically affect their performance; hence, these players should be encouraged to exert their most significant effort. In addition, this conclusion is compared to earlier studies in the literature, and it is decided that H4's findings are significant. Thus, the results for each of the research's hypotheses are supported by previous studies, and these legitimate findings are notable in the literature.

Implications and Future Directions

Both theoretically and practically, this research is a fresh addition to the knowledge, specifically in the setting of Saudi Arabia. As the newly established links are added to the existing body of literature, the model generated by the current research is novel and a substantial contribution to the body of knowledge. The study contributes to the literature showing coaches' good behavior toward players influences the psychological empowerment of athletes. This association is novel and has not been studied by the previous study. In addition, the study added to the body of knowledge that the performance of the players is influenced by the coaches' good behavior toward the players, a link that had not been explored before. In addition, the study added two newly established significant moderating associations to the body of knowledge. Initially, the study reported and contributed to the understanding that the moderating function of players' emotions positively influences the relationship between coaches' positive behavior and the psychological empowerment of players. In conclusion, the research presented and contributed to the understanding that the moderating function of players' emotions positively influences the relationship between coaches' positive behavior and players' performance. The theoretical model develops these links, which is a new addition to the literature on player performance.

In addition to the theoretical ramifications, recent research has revealed the practical ramifications. The research has important implications for the management and coaches of various teams in their efforts to enhance their players' performance and psychological empowerment. Indeed, the study revealed that coaches should be highly motivated and work more effectively to improve the performance of their athletes. According to the research, instructors of all sports should positively stimulate their players because their performance is enhanced when they are treated kindly by their coaches during training. Due to their emotional connection with their instructors, the training of coaches can boost the performance of players, according to the study. The study revealed that coaches should not discriminate against their assistant coaches since such discrimination negatively affects their personality and behavior. The study showed that athletes experience various emotions, and coaches must help them develop emotional resilience to improve their game performance. Indeed, players with better attitudes can work more effectively, and their performance can be enhanced. The study indicated that the influence of coaches' good behavior on psychological empowerment and players' performance is significant. In addition, the model generated by the current research is novel and contributes substantially to the body of knowledge, as the newly found relationships are added to the existing body of literature. Moreover, the future paths of the present study are outstanding for scholars who wish to extend the model of player performance. The study advises that scholars examine a few moderating relationships in their investigation of player performance, which would be an essential contribution to the corpus of knowledge. The study proposes that future research must examine the moderating effect of mental health literacy on the relationship between player performance and coaches' positive moods. The second recommendation of the study is that future research examines the moderating effect of cognitive ability on the relationship between player performance and coach training. The study concludes that future research must examine the moderating effect of emotional intelligence on the relationship between player performance and the positive emotions of coaches.

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