

# Physical exercise has control over players' emotions and psychological capital: A moderating role of coach behavior

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## Abstract

This is quantitative research employing a cross-sectional research design for data collection. This study's theoretical approach is intended to evaluate the impact of physical exercise on players' emotions and psychological empowerment in Saudi Arabia, with the coach's behavior as a moderator. There are no substantial reasons for this link presented by the studies in the literature. The players with destructive emotions and low psychological empowerment are unsuitable for the team because they hinder its performance. Empowering the players psychologically is essential for team performance. According to the research, athletes' emotions and psychological empowerment improve when they engage in appropriate exercise under the guidance of a committed coach. The research revealed practical consequences that are important for managing various teams to strengthen the players' psychological empowerment and improve their moods. This research improves the theoretical understanding of player emotions and psychological empowerment by introducing two direct linkages and two moderating relationships. The future recommendations of this study are endorsed for researchers contemplating work in the field of psychic empowerment and psychological control of players.

**Keywords.** Team performance, player emotion, psychological empowerment, coach behavior, physical exercise

## 1. Introduction

Feelings are an aspect of human life because various events motivate people to experience multiple emotions (Lun et al., 2012). Since any team members are human, their emotions are also reflected in their performance (Vogt et al., 2003). The players of the winning squad are rejoicing, while the players of the losing team are analyzing their defeat (Fogelholm et al., 1993). These players' emotions affect their team performance (Hedelin, Bjerle, & Henriksson-Larsen, 2001). The players with a better attitude and cognitive ability are more motivated to enhance their performance since they believe it is essential to the team's success (Schinke et al., 2018). Indeed, these athletes' performance is hindered by various social and cognitive difficulties resulting from poor experience (Woods et al., 2022). The players who are self-motivated for their team's performance are required to work harder, but the function of trainers in the players' performance is also crucial (Clarkson, 1991). The top coaches inspire their teams to play better and win the game (Prien et al., 2020). The ideal coach comprehends the players' circumstances and enables them to perform well in competition (Matute-Chavarria et al., 2022). Players with a good attitude perform significantly better but also require the best coaching for team success (Lefebvre, Turnidge, & Côté, 2021).

It is a proven truth that the players' emotions hinder their team performance (Satinsky et al., 2020). The performance of athletes with negative emotions decreases over time (Cranmer, Brann, & Weber, 2018), a phenomenon in Saudi Arabia. Players with unfavorable life experiences must enhance their performance by working harder (Constandt, De Waegeneer, & Willem, 2018). The social and psychological problems of the players impede their optimal performance inside the squad (Teques, Duarte, & Viana, 2019). The team's best performers are those with the best working attitudes and can make better team performance decisions (Myers, Vargas-Tonsing, & Feltz, 2005). Their coaches should train those team members who lack a suitable work ethic to improve their performance (Reynders et al., 2019). The negative personality trait should not be fostered in players because it hinders their ability to perform better and receive enough training (De Backer et al., 2022). The players with a positive working attitude should be responsible for motivating other players because the combined effort of both types of players helps significantly increase their performance (Bhavsar et al., 2019). The players with negative personalities disrupt the team's equilibrium through inappropriate behavior (Matute-Chavarria et al., 2022). Continuously check the gamers' performance to ensure they are not experiencing conflict (Lefebvre et al., 2021).

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However, the current study investigated the missing parts. The conclusion of the study by [Zhu et al. \(2022\)](#) was that the players' performance would be enhanced if they received more positive instruction. [Lane and McAlexander \(2020\)](#) also underlined the importance of positive thinking and perceived game values for improving the performance of team members. The research by [Madigan et al. \(2022\)](#) revealed that athletes who try harder to improve their performance are required to receive proper training. [Bormann et al. \(2016\)](#) found that the players' performance is crucial to their teamwork, and based on this performance, the players' emotions are formed. According to [Lee et al. \(2017\)](#), the key to avoiding bad social feelings is for athletes to concentrate on their performance and avoid family problems. According to [Reynders et al. \(2019\)](#), players with a bad attitude toward teamwork hinder the team's success due to their irrational conduct and unfavorable impression of their task. [Stephen, Habeeb, and Arthur \(2022\)](#) concluded that the players should have a favorable attitude regarding the team's performance since their performance would be negatively affected if they did not have positive feelings about it. [Henriksen et al. \(2020\)](#) argued that the absence of negative personality traits is crucial to the players' performance. In Saudi Arabia, however, few studies have examined the effect of physical training on players' emotions and psychological empowerment, with coach conduct serving as a moderator.

In Saudi Arabia, the theoretical framework of this study is intended to evaluate the effect of physical training on players' emotions and psychological empowerment, with the coach's behavior serving as a moderator. Indeed, the literature's investigated studies have not offered a substantial explanation for this association. The study intended to examine novel relationships in the literature to provide empirical evidence about the importance of psychological control in team performance. In the Saudi Arabian setting, this study revealed significant practical implications for managing diverse teams to improve players' emotions and boost their psychological empowerment. In addition, this research improves the theoretical understanding of players' emotions and psychological empowerment by introducing two direct and two moderating interactions. In conclusion, the future recommendations of this study are approved for researchers considering working on the study of psychic empowerment and psychological control of players.

## 2. Review of Literature

### 2.1 Psychological Capital

The psychological capital of a person relates to his mental capacity to make choices ([Satinsky et al., 2020](#)). Indeed,

athletes in many sports are expected to have a high level of psychological capital, enabling them to grow cognitively and make sound decisions during the competition ([Cranmer et al., 2018](#)). The psychological capital assists with game-time decision-making, game preparation, and winning strategies ([Constandt et al., 2018](#)). Players with no psychological capital are not their teams' top performers. Mental preparation is necessary for athletes to perform successfully in team activities ([Teques et al., 2019](#)). Psychological capital is essential for a reason and a constructive outlook on any endeavor ([Myers et al., 2005](#)).

### 2.2 Players Emotions

Team players can experience positive and negative feelings ([Reynders et al., 2019](#)). The development and objectives of the players are determined by their emotions ([Bhavsar et al., 2019](#)). Bad emotions harm the players' personalities. Hence they are necessary to have positive feelings ([De Backer et al., 2022](#)). Indeed, athletes with negative emotions perform poorly due to low opinions of the team and their work ([MacDonald et al., 2020](#)). When all of a team's players are exceptionally emotionally motivated to perform well in their game, their performance can be maintained ([Lefebvre et al., 2021](#)). Strong-minded athletes have positive feelings and strive to succeed regardless of the circumstances ([Matute-Chavarria et al., 2022](#)).

### 2.3 Physical Exercise

Physical activity is a source of physical and mental wellness ([Zhu et al., 2022](#)). Their trainers require players motivated to achieve well in the team to engage in physical activity ([Lane & McAlexander, 2020](#)). Physical activity is a source of significant skill development for athletes ([Madigan et al., 2022](#)). Physical activity increases the athletes' physical fitness, but they are also required to develop their mental fitness ([Bormann et al., 2016](#)). Physical activity increases the players' confidence in their learning, which could provide them with a better learning and attitude trajectory ([Lee et al., 2017](#)).

### 2.4 Coach Behavior

The coach is primarily responsible for inspiring players to improve their performance ([Reynders et al., 2019](#)). The most effective coaches collaborate with management to enhance team performance ([Stephen et al., 2022](#)). Indeed, the perception and behavior of the coach are crucial to the team's learning. Still, they must also have a favorable impression of the players to increase their performance ([Lun et al., 2012](#)). The finest coach is always a terrific mentor to his team since he feels that his behavior must enhance the team's image ([Henriksen et al., 2020](#)). The coach of any team should have positive thoughts for the squad and concentrate on improving each player's performance ([Vogt et al., 2003](#)).

## 2.5 Framework

Figure 1 depicts the theoretical framework of this study, which explains the direct effect of physical exercise on

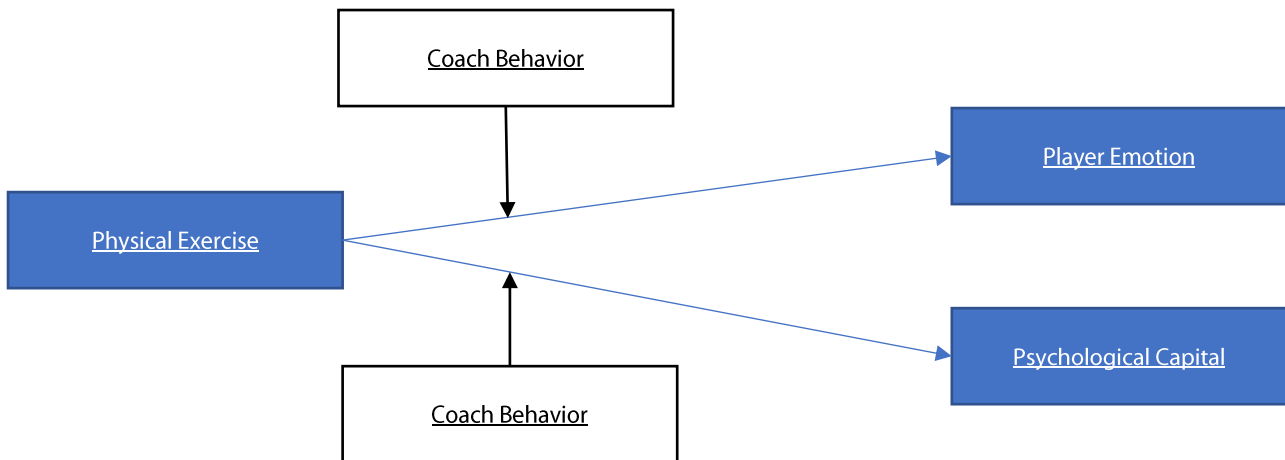


Figure 1. Research Framework

González-García, Martinent, and Nicolas (2022) determined that a player's performance is enhanced by his physical fitness, which is crucial to winning a game. According to Prien et al. (2020), the primary goal of highly driven players to prepare for games is to increase their physical fitness through improved physical training. Woods et al. (2022) noted that the players' physical fitness is the key to their improved performance because it increases their stamina and quality. Schinke et al. (2018) noted that players who are not physically fit must engage in game-specific training because it is crucial to their performance. Hedelin et al. (2001) determined that a player's performance is required to be capable of better games. Woods et al. (2022) concluded that the participants' emotional conduct influences the game's victory and gameplay. Fogelholm et al. (1993) determined that the top players are those who routinely engage in physical training since they believe their physical fitness significantly impacts the outcome of their games. Vogt et al. (2003) also stated that the players' performance could be improved if specialists trained them to enhance their physical performance. Lun et al. (2012) concluded that any team's players are primarily responsible for the team's performance enhancement. In addition, Henriksen et al. (2020) concluded that athletes' training and routine workouts influence their emotional behavior. Stephen et al. (2022) also concluded that players' negative emotions could be mitigated to improve their performance during games.

**Hypothesis 1:** Physical exercise directly influences player emotion.

Reynders et al. (2019) concluded that the performance of any team's players is contingent upon their improved work

player emotion and psychological capital. In addition, it demonstrates the moderating impact of coach conduct on physical exercise, player emotion, and psychological capital in Saudi Arabia.

ethic throughout training. Lee et al. (2017) stated that the top players train the hardest, as the effect of training on a player's mental capacity cannot be ignored. Bormann et al. (2016) concluded that the most vital psychological control of the players occurs while they are enhancing their sensations of winning. According to Madigan et al. (2022), the high mental ability of the players enables them to function well and continually enhance their performance within the team, enhancing their working behavior. The research conducted by Lane and McAlexander (2020) shows that emotional intelligence improves the performance of athletes. Zhu et al. (2022) concluded that players with the best training and a favorable attitude toward teamwork perform significantly better than the other team members. Matute-Chavarria et al. (2022) indicated that clubs value players with good decision-making skills and the mental capacity to perform in the game. Lefebvre et al. (2021) noted that the players' physical fitness enables them to make sound decisions on squad selection. MacDonald et al. (2020) observed that the physical activity of the players contributed to the team's performance of the players. De Backer et al. (2022) concluded that psychological capital and emotional intelligence are necessary concurrently to increase the performance of team members. In addition, Bhavsar et al. (2019) determined that players who are not performing well in their teams should engage in additional physical and mental training.

**Hypothesis 2:** Physical exercise directly influences psychological capital.

Reynders et al. (2019) reported that a player's contribution to the squad is significant if he has received professional

coaching. Myers et al. (2005) concluded that the coach is accountable for the team's improved performance because professional coaching influences the players. Teques et al. (2019) also concluded that the game-winning performance of players who receive adequate coaching is significantly superior to that of players who do not receive enough coaching. Constandt et al. (2018) noted that the coach's unfavorable attitude toward the team or any individual play significantly impacts the team's performance since coaches are always motivated to do well for their teams and players. Cranmer et al. (2018) concluded that the baseball team's coaches actively work with the players to improve their emotional behavior and make them capable of avoiding game-related anxiety.

Additionally, Satinsky et al. (2020) noted that the ideal coach motivates his team to perform well and oversees the physical training of the players. Zhu et al. (2022) concluded that players who receive enough coaching from their management are emotionally resilient because they believe the team values their performance. Lane and McAlexander (2020) concluded that players with superior learning are more driven to enhance their performance because, without the learning ability, these players must work more to improve their performance. Madigan et al. (2022) concluded that players with bad personalities could perform better with a coach who positively motivates his squad to perform well.

**Hypothesis 3:** *Physical exercise positively influences player emotion with moderating impact of coach behavior.*

Satinsky et al. (2020) stated that the mental ability and playing skills of a team's players determine their performance. Indeed, Cranmer et al. (2018) concluded that when players are driven to perform well by their teachers, their training progress can improve. Constandt et al. (2018) found that the coach is the team's supervisor and must guarantee that the entire team receives improved training. Teques et al. (2019) concluded that the inactive mental behavior of certain players, embroiling them in various conflicts, hinders their performance. Myers et al. (2005) concluded that coaches must act in favor of players to ensure their performance improves over time. According to Bhavsar et al. (2019), any coach's responsibility is to enhance the players' emotional attitude toward the game so that their performance meets the game's requirements. Reynders et al. (2019) found that the players' performance is required for their improved working approach, and the coach is responsible for encouraging the players to embrace new and innovative approaches to enhance their performance. De Backer et al. (2022) stated that the coaches' psychological influence on the players' personalities cannot be ignored and that the

management should appoint coaches willing to work to improve the players' team performance. Lefebvre et al. (2021) concluded that the superior coach is the victor when he exerts effort to win the game. Matute-Chavarria et al. (2022) also found that the coach's behavior is essential for game performance and that this behavior should be broadly acknowledged in-game performance.

**Hypothesis 4:** *Physical exercise positively influences psychological capital with moderating impact of coach behavior.*

### 3. Methodology

#### 3.1 Measurement

This critical research has acquired the scale items' from previous studies to quantify the link between various factors. Adapted articles from Murcia, Gimeno, and Camacho (2007) are utilized to examine the direct effect of physical exercise on the psychological empowerment and emotions of the players. In addition, the research has altered the items from Spreitzer (1995) to examine the effect of psychological charge on physical exercise. Thirdly, the research has changed the items from Frommel et al. (2015) to investigate the impact of the players' emotions on physical activity. The research has altered the items from Jowett and Ntoumanis (2004) to examine the moderating effect of coach behavior on the relationship between physical activity and player emotions. Significantly, these items are used in this investigation to examine the moderating effect of coach conduct on the relationship between physical exercise and psychological empowerment. This research finalized these items after establishing the "Cronbach alpha" and "composite reliability" values. The values identified in the source studies proved that these items might be utilized reasonably in this research after meeting the recommended research threshold. The questionnaire for this study will be produced once these items have been finalized to ensure respondents' comprehension.

#### 3.2 Sampling

This study collected data from the members of several sports teams at the two leading colleges in Saudi Arabia. Each university's studies are contacted in the sports complex. As a sample for this study, baseball, football, volleyball, and badminton athletes are included. The researcher intended to collect the data using a "cross-sectional" strategy because this technique is commonly used to produce relevant conclusions. In addition, the researchers collect data without regard to gender or ethnicity.



Consequently, the "random sampling technique" is utilized to collect data by distributing questionnaires to various athletes in the sports facilities of both colleges. Respondents were assured that their "personal information" would not be disclosed to a third party. In addition, the researchers analyzed the questionnaires, and respondents returned only 344 questionnaires. Studies in the literature collected data and responses for this research using a "sample size" between 300 and 400. Therefore, these responses are adequate for data analysis. In addition, our study utilized this sample and verified that all questions were completed honestly. This "sample size" is therefore finalized for this study.

### 3.3 Data Analysis Tool

"Smart PLS 3.0," utilized in "social sciences" research, was employed to analyze the data for this study. In addition, this study examined the findings of "convergent validity," "discriminant validity," and "path findings" to evaluate the "validity" of the data and the relationship between the study's many hypotheses. In addition, this "data analysis" method has been employed because it has been utilized in numerous past social science studies. As a result, this study makes a methodological contribution to the body of knowledge, as this sample was rarely employed in previous

studies investigating players' psychological empowerment and emotions.

## 4. Results of Data Analysis

The research has relied on "Cronbach's alpha ( $\alpha$ )," "composite reliability (CR)," and "average variance extracted (AVE)" for validity and reliability. According to Weaver and Maxwell (2014), "factor loading shows how well an item represents the underlying construct, and it must be over 0.70." According to Tavakol and Dennick (2011), "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." Additionally, Raykov (1997) demonstrated, "composite reliability ( $CR > 0.70$ ) is a measure of internal consistency in scale items, much like Cronbach's alpha." Likewise, dos Santos and Cirillo (2021) highlighted, "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 findings of this factor are reported in Table 1 and the study has "reliability and validity."

**Table 1**

#### Convergent Validity

"Construct	Items	Factor Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Coach Behavior	CB1 The behavior of my coach is friendly.	0.898	0.940	0.954	0.806
	CB2 My coach is the best motivator.	0.891			
	CB3 The coach is improving my playing skills.	0.891			
	CB4 The coach is supportive of critical issues.	0.902			
	CB5 The coach has strong emotional intelligence for dealing with players.	0.906			
Psychological Capital	PC1 I think I am mentally active in playing.	0.880	0.937	0.952	0.798
	PC2 During the game, I never disappoint.	0.893			
	PC3 My mental health is essential for my performance.	0.895			
	PC4 I have justification for my performance.	0.898			
	PC5 I believe the performance can be improved with practice.	0.885			
	PC6 The players have strong reasoning during their games.	0.646			
Player Emotion	PE1 I think being emotional is bad.	0.867	0.949	0.960	0.798
	PE2 My emotions overcome my performance.	0.891			
	PE3 My performance can be improved when the coach supports me.	0.900			
	PE4 The players have negative emotions.	0.931			
	PE5 Emotional regulation management is necessary for players.	0.908			
	PE6 The positive feeling helps to win the game.	0.863			
Physical Exercise	PEX1 Physical exercise is necessary for mental fitness.	0.892	0.923	0.941	0.730
	PEX2 Physical exercise improves physical fitness.	0.908			
	PEX3 I have a habit of daily physical exercise.	0.910			
	PEX4 I believe physical exercise is useful for players.	0.884			
	PEX5 Physical exercise, the players are improving their performance."	0.871			

Similarly, the researchers determined the data's "discriminate validity." According to [Ab Hamid, Sami, and Sidek \(2017\)](#), "discriminant validity examines whether or not concepts or measurements that are not intended to be related are unrelated." Also, Heteritrait-Monotrait (HTMT) is a measure of similarity between latent

variables, according to [Ab Hamid et al. \(2017\)](#). [Gold, Malhotra, and Segars \(2001\)](#) state that "the HTMT threshold is debatable; the majority of publications recommend values below 0.90." The research has a high level of "discriminant validity," and the results are shown in [Table 2](#).

**Table 2**

*Discriminant Validity*

	Coach Behavior	Physical Exercise	Player Emotion	Psychological Capital
Coach Behavior				
Physical Exercise	0.714			
Player Emotion	0.696	0.795		
Psychological Capital	0.765	0.789	0.706	

The research investigated the validity of the findings of several hypotheses. Thus, the investigation determined that physical exercise influences the participants' emotions, and the study's first hypothesis are highly supported by these findings. Moreover, the research found that physical exercise influences the psychological empowerment of players, and the second hypothesis of this study is highly supported by these findings. Accordingly, the research found that physical training

moderates the effect of coach conduct on players' emotions, and the third hypothesis of this study is highly supported by these findings. Lastly, research revealed that physical exercise influences the psychological empowerment of players, with coach behavior playing a moderating function; these findings highly support the third hypothesis of this study. The results of these critical hypotheses, " $t > 1.96$  and  $p < 0.05$ ," are presented in [Table 3](#).

**Table 3**

*Structural Model Results*

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
Physical Exercise -> Player Emotion	0.907	0.906	0.026	35.186	0.000
Physical Exercise -> Psychological Capital	0.828	0.828	0.032	25.868	0.000
Moderating Effect 1 -> Player Emotion	0.078	0.078	0.031	2.518	0.012
Moderating Effect 2 -> Psychological Capital	0.070	0.068	0.033	2.098	0.036

The researchers concluded that the shaping effect of coach conduct strengthens the beneficial association between physical activity and the participants' emotions. In addition, the researchers found that the shaping function of the coach reinforces the favorable association between physical exercise and the psychological empowerment of the players. Finally, the research has determined the "predictive relevance" of the model. According to [Wong \(2013\)](#), "Q-square is predictive relevance, measures whether a model has predictive relevance or not ( $Q^2 > 0$ ) is good." The findings reported in [Table 4](#), and explain that the research has a "predictive relevance" of more than 60%.

**Table 4**

*Predictive Relevance*

	SSO	SSE	Q <sup>2</sup> (=1-SSE/SSO)
Coach Behavior	1135	1135	
Physical Exercise	1135	1135	
Player Emotion	1362	411.338	0.698
Psychological Capital	1362	513.412	0.623

**5. Discussion**

This research's findings are assessed by "Smart PLS 3.0." The purpose of this study has been met, as all hypotheses

have been determined to be of exceptional significance. Likewise, the research has contributed new connections to the body of knowledge. The study has found that physical activity has a direct, favorable effect on players' emotions. The validity of the findings is established by comparing them to significant earlier studies on players' performance. [Satinsky et al. \(2020\)](#) concluded that enhancing a player's performance would allow them to play a more effective game. [Cranmer et al. \(2018\)](#) concluded that the participants' emotional state had a substantial effect on how well they performed and won the game. [Constandt et al. \(2018\)](#) determined that the top players are those that engage in regular physical training because they believe that their physical fitness substantially impacts their ability to win games. [Teques et al. \(2019\)](#) also stated that athletes' physical performance could be enhanced if they obtain the correct guidance from trained specialists. [Myers et al. \(2005\)](#) concluded that team members benefit from the team's performance, which is significant to them. In addition, [Reynders et al. \(2019\)](#) found that training and regular exercise affected the emotional behavior of athletes. [Bhavsar et al. \(2019\)](#) concluded that negative emotions could negatively impact players' performance. [De Backer et al. \(2022\)](#) concluded that a player's physical health, which is crucial to winning the game, enhances their performance. According to [MacDonald et al. \(2020\)](#), players that are highly driven to prepare for games focus on improving their physical condition through increased physical activity. [Lefebvre et al. \(2021\)](#) stressed that the players' physical health is believed to be the key to their enhanced performance since it boosts their endurance and performance capacity. [Matute-Chavarria et al. \(2022\)](#) underlined that players who are not physically fit must have enough game preparation because it greatly impacts their performance. Therefore, the initial research hypothesis is valid.

Secondly, the study found that physical exercise has a direct, beneficial effect on the psychological empowerment of the player. The validity of the findings is established by comparing them to significant earlier studies on players' performance. [Satinsky et al. \(2020\)](#) concluded that the performance of players who receive the best training and have a positive attitude toward their teamwork is much more excellent than that of the other team members. [Teques et al. \(2019\)](#) concluded that teams prefer to sign players with the mental capacity to perform effectively in the game and solid decision-making skills. [Myers et al. \(2005\)](#) underlined that players' physical health gives them a competitive advantage when making team decisions. [Reynders et al. \(2019\)](#) asserted that the physical activity of the team members affected their performance. [Bhavsar et al. \(2019\)](#)

stated that psychological capital and emotional intelligence are required to increase a player's team performance. [De Backer et al. \(2022\)](#) also said that players who were not performing well for their teams needed more effective physical and mental fitness training. [MacDonald et al. \(2020\)](#) concluded that a player's effectiveness on any team was contingent on their increased work ethic in practice. Since it is hard to disregard the impact of training on a player's mental capacity, [Lefebvre et al. \(2021\)](#) concluded that the best players are those with the most effective training. [Zhu et al. \(2022\)](#) concluded that while players improve their feelings toward the game's victory, they exercise substantial psychological control. According to [Lane and McAlexander \(2020\)](#), the players' excellent mental abilities allow them to perform successfully and steadily improve team performance, eventually improving their work attitude. According to the study by [Madigan et al. \(2022\)](#), emotional intelligence improves the performance of athletes. Consequently, the second hypothesis of this study is also sound.

Thirdly, the study found that the influence of physical activity positively affects the player's emotions by reinforcing the coach's moderation. The validity of the findings is established by comparing them to significant earlier studies on players' performance. [Zhu et al. \(2022\)](#) stated that the softball team's coaches actively engage with the players to improve their emotional behavior and equip them with the skills essential to prevent game-related anxiety. [Lane and McAlexander \(2020\)](#) elaborated that the best coach motivates his team to play well and monitors the physical preparation of his players. [Madigan et al. \(2022\)](#) observed that players whose management provides the proper coaching are emotionally powerful because they believe the team values their performance. [Bormann et al. \(2016\)](#) concluded that players who learn more successfully are more motivated to improve their performance since players who lack learning aptitude must exert more effort. [Lee et al. \(2017\)](#) observed that players with negative personalities could perform better under a coach who motivates his team to work hard. According to [Reynders et al. \(2019\)](#), a player's performance is significant to the team if he has gotten proper training from a certified coach. According to [Stephen et al. \(2022\)](#), the coach is responsible for the team's increased performance since skilled coaching influences the players. [Henriksen et al. \(2020\)](#) also observed that players who receive the proper coaching perform much better in terms of winning games than players who do not receive the appropriate coaching. Since coaches are continually motivated to do well by their teams and players, [Lun et al. \(2012\)](#) underlined that the coach's attitude toward the team or any single play is vital to its performance. In consequence, the third hypothesis of this study is also valid.

The study concludes that the influence of physical exercise significantly affects the player's psychological autonomy by strengthening the coach's moderation. The validity of the findings is established by comparing them to significant earlier studies on players' performance. According to [Vogt et al. \(2003\)](#), a coach must assist players in developing a more positive emotional reaction to the game for them to perform following the game's regulations. According to [Fogelholm et al. \(1993\)](#), the coach is the one who encourages the players to adopt new and creative techniques to enhance their performance. Furthermore, the players' performance is essential for their improved working approach. [Hedelin et al. \(2001\)](#) concluded that the administration should hire trainers who are voluntarily working to improve the players' teamwork since the mental influence of the trainers on the players' personalities cannot be ignored. [Prien et al. \(2020\)](#) determined that the superior coach is the one who works harder to win the game. [Schinke et al. \(2018\)](#) concluded that coaching behavior should be considered a significant factor in in-game performance. [Woods et al. \(2022\)](#) concluded that a player's performance on the field is determined by their mental toughness and technique. [Clarkson \(1991\)](#) stated that athletes' training growth can be enhanced when their coaches inspire them to perform better. [González-García et al. \(2022\)](#) concluded that the coach serves as the team's watchdog and ensures that everyone receives the correct instruction. According to [Zhu et al. \(2022\)](#), certain athletes are involved in various fights that reduce their performance due to their inactivity. [Madigan et al. \(2022\)](#) concluded that coaches must work to the benefit of their players to ensure that their performance increases over time. Therefore, the fourth hypothesis of this study remains valid.

## 6. Implications

### 6.1 Theoretical Implications

The noteworthy findings of this study have advanced the theoretical understanding of player emotions and psychological empowerment in Saudi Arabia. The research contributed a new direct relationship to the literature, proving that physical exercise influences the participants' emotions. In addition, the research introduced a new direct relationship to the literature demonstrating that physical exercise in Saudi Arabia affects the mental empowerment of players. Significantly, these two direct correlations had not been examined in the literature before this study, which is a fresh contribution to this topic. In addition, the study adds two moderating links to the existing literature. Initially, the study contributed to the literature by demonstrating that the

moderating impact of coach conduct positively influences the association between psychological empowerment and physical exercise.

Moreover, this moderation has strengthened this association, an essential addition to this study. Secondly, the study contributed to the literature by demonstrating that the moderating effect of coach conduct positively influences the relationship between players' emotions and physical activity. Moreover, this moderation has strengthened this association, an essential contribution of this study. Based on these four new relationship additions to knowledge, the literature on psychological empowerment and physical exercise has been enhanced by this study.

### 6.2 Practical Implications

Similar to the theoretical significance of this research, its practical significance has been highlighted by the identification of various methods that would be useful for players, coaches, and team management in Saudi Arabia to improve their emotions and performance. In addition, the research revealed that players of different teams must follow their coaches' instructions to enhance their psychological empowerment and emotions to win the game. The study also indicated that the psychological health of the players has a significant impact on their performance and that their coaches make many decisions based on this performance to improve their team's game performance. In addition, the study indicated that the coach should have a favorable attitude toward the team and its players since a positive attitude is feasible when the players receive constructive comments from their coach. The research also indicated that players' sports emotions could be enhanced if they had the resources necessary to work effectively. Indeed, players and coaches are required to function as a team since their performance within the team can affect the mental attitude of the other players, and their good emotions and attitudes toward one another are necessary for winning.

## 7. Future Directions

The research stated that players' emotions and psychological empowerment are enhanced when they engage in appropriate exercise under the guidance of a devoted coach. Moreover, the research revealed significant practical implications for managing various teams to increase the players' emotions and psychological empowerment. This research improves our theoretical understanding of players' emotions and psychological empowerment by introducing two direct and two moderating interactions. Thus, the future recommendations of this study are approved for the researchers contemplating working on the study of psychic



empowerment and psychological control of players. Future research may need to establish the role of sports literacy as a mediator between physical activity and player emotions. Future studies may also need to establish the role of collaboration as a mediator between physical activity and player emotions. Additionally, future research may need to identify the role of sports literacy as a mediator between physical exercise and player psychological empowerment. In addition, this study suggests that future research may

need to determine the impact of captain support as a moderator between physical exercise and player emotions.

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