

# A study on the Evaluation Model of Teaching Quality of Accounting Majors under the perspective of Sports Psychology

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## Abstract

To improve sports psychology and service delivery among sportspeople, the basics of applied sports psychology and the teaching quality of accounting majors could be the best possible solution. In sports training centres, students interested in pursuing a career in applied sports psychology will benefit from a global perspective of training and education in the sports industry. Quality teaching can introduce the efficient and effective theory and research application into sports psychology's historical, developmental, social, and cultural roots. The teaching and coaching quality sets standards for psychologists who want to practice sports psychology to guide their training. Finally, the teaching quality in accounting majors and sports knowledge protects the sportsmen by ensuring that services are given to eligible people.

**Keywords:** Teaching Qualities, Applied Sports Psychology, Sports Psychology, Accounting Majors, Evaluation Model, Athletes

## 1. Introduction

For analyzing the teaching qualities in the sports industry, the basis of applied sports psychology and delivery standards. Education in applied sports psychology should be of the best possible quality and widely available to students and professionals to improve service delivery. The interest of potential students in applied sports psychology education is growing, and the movement of international students is becoming more common (Rocchi & Pelletier, 2017). In sports and exercise psychology, the popularity of the European master's program shows that sports psychology students are following the trend of globalization. As a result, students interested in pursuing a career in applied sports psychology will benefit from a global perspective of training and education in their profession (Monteiro et al., 2018). For Anglo-Saxon countries, such a review is available in the director of graduate programs at the applied sports psychology of the association for applied sport psychology, regularly updated (Behzadnia, Adachi, Deci, & Mohammadzadeh, 2018). However, there is no review of training and education in most other countries, especially in the European environment (Sheehan, Herring, & Campbell, 2018).

Applied sport psychology has faced a variety of obstacles in its relatively short history. It had difficulty establishing its purpose in the 1970s when it was nearly four decades old—concerns about the environmental accuracy of laboratory-based games (Antonini Philippe, 2017). For example, these concerns include the carelessness and lack of focus in players about the context of the game (L. Pan, Zhou,

Liu, & Wang, 2019). These concerns revolve around the research discussions, the need for field-based observations, and laboratory-based game psychology observations. In sports evolution, the scientist-practitioner model in (game) calls for separating educational sports psychology and applied sports psychology methods (Cece, Lienhart, Nicaise, Guillet-Descas, & Martinent, 2019). A complete sub-poem on sports psychology depends on the adopted discipline of applied sports psychology (Pitts, 2015).

In 1995, applied sports psychology was recognized in Europe when the European federation for the physical activity and psychology of sports recognized the application with the research and education among sports psychologists and their interconnected roles (Haerens, 2019). While it is a common misconception that sports psychology is primarily helpful for elite players, research and applications on the subject have far-reaching implications. For example, new research looks at the psychological effects of early sports skills in young people (Raiola & Di Tore, 2017). According to research, early sports skills do not benefit young children in most sports. Excessive use can increase the risk of injury and burns, according to research. Research in sports and exercise psychology has also shown that participating in sports and physical activities benefits adults (Naderi, Bahrami, & Esmaeeli, 2020). When it comes to experiencing meaningful physical activity, veterans with disabilities, for example, have proven that they have a better sense of freedom and choice. Research shows that sports-related hesitation is linked to an increased risk of mood disorders and depression, increasing mainstream attention (Abbas Zehri, 2021).

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As a result, it is essential to know that the psychology of the game applies to different situations and settings outside the competitive arena. Inactive sports participation, a significant portion of the data supports the premise that physical movement and gaming activities can prevent and even treat certain forms of mental health problems (Ming, 2021). However, these physical activities include exercise and sports. Therefore, this premise indicates the wide application of positive sports psychology.

A previous study indicated that 25/30 longitudinal studies found an inverse relationship between depression and physical activity at baseline at follow-up in a comprehensive review and significant association between the variables (Kryshtanovych, Bilostotska, Ulianova, Tkachova, & Tkachov, 2020). Furthermore, their findings show that any physical activity can help prevent depression. In 1991, a previous and well-recognized longitudinal study found a link between depression, anxiety, and inactivity over almost 20 years (Tao, 2018). Athletes might face Mental health issues such as fear, stress, depression and anxiety. Therefore, such issues have recently been given more attention to the effects of physical activity, especially participation in sports. A study in 2013 was performed with meta-analyses in non-medical populations to look at the effects of physical activity on depression and anxiety (Balaguer et al., 2017; Tao, 2018). According to eight meta-analyses, a study indicated that physical exercise significantly impacts depression treatment. Physical activity reduces depression and has little effect on the treatment of anxiety, in which physical activity reduces anxiety. After reviewing the trial of interventions of physical activities, a study indicated that while employing the medical population, sportspeople show active and healthy participation in games (Takamine, 2018). According to researchers, mental depresses and anxiety patients also reduced the symptoms associated with schizophrenia and improved other physical health symptoms in people diagnosed with schizophrenia. Recently, a study examined the effects of domain-specific physical activity on mental health. It was found that leisure-time travelling and physical activities have a beneficial relationship with mental health using meta-analytic techniques (C. Pan, 2021). They also found that recreational exercise and school sports were inversely related to mental illness (the higher the participation, the lower the level of health problems) (Shukurov, 2021).

On the other hand, work-related physical activity was positively associated with mental retardation. If a person's primary source of physical activity is at work, mental illness and stress can negatively affect a

person's performance (Viscione & D'Elia, 2019). The teaching quality in accounting majors and sports knowledge protects the public by ensuring that those who receive services are given to eligible people. The teaching and coaching quality sets standards that psychologists who want to practice sports psychology can use to guide their training (Schroeder & Kruse, 2021). Such as they could have played their roles in treating mental skills training issues, sports-specific psychological assessment, and providing strategies to increase performance and enjoy participation.

Quality teaching can introduce the efficient and effective theory and research application into sports psychology's historical, developmental, social, and cultural roots (Schroeder & Kruse, 2021). Medical and treatment difficulties for athletes. Theory and research into the social, historical, cultural and developmental roots of sports psychology. Applied sports psychologies of sports counseling are organizational and structural (Gabana, Wong, D'Addario, & Chow, 2020; C. Pan, 2021). Teaching quality is ensured if teaching methods revolve around the Biological Foundations of exercise and sports. These foundations include motor learning, sports medicine, and exercise physiology. Participation in sports has developmental and social implications (Küttel & Larsen, 2020). Specific knowledge of sports and competitive training sciences, technical requirements, rules of the international Olympic committee, national collegiate athletic association (Contreira et al., 2019). Different tactics and methods are used to solve the problems of sports participants and athletes. The following are some of the most critical areas. Behavioral skills and training of cognitive participation can improve the performance of sportspeople.

Furthermore, attention control methods can improve performance planning, goal setting, and imaging criteria (depending on teaching qualities) (Delrue et al., 2019). Managing emotional management, leadership skills, and sportsmanship can teach the coaches and teachers to promote self-confidence and competency in the sports industry. Both counseling and medical treatment are available. Overtraining and burnout (Tilga, 2019); violence, athletic injury, rehabilitation, sexual identity issues; aggression, career change, identity crisis; athletic-induced eating disorder and management of weight. The trainers must acknowledge the substance abuse, suicide, grief, depression, and mental health (Haerens, 2019); more training and burnout; sexual identity issues; aggression and violence; athletic injury, rehabilitation; career change and identity crisis (Cece et al., 2019). Counseling and training services are available in coaching centers. Organizing consulting

with sports organizations; system interference with parents and families participating in youth sports; coach education on motivation, mutual and leadership skills development; educate coaches and administrators on early detection and prevention of psychological problems (Doob, 2018). Much research in sports psychology has theorized and researched the effects of stimuli on athletic performance. Excitement is a state of physical and psychological activity that can range from deep sleep to happiness (Raiola & Di Tore, 2017).

## 2. Literature review

Sport is often considered a source of joy and entertainment. However, participants often focus on learning values such as winning, attributed to the educational process (Wood et al., 2020). As a result, research evidence suggests that the methods used in sports instruction affect psychological and socially applied sports psychologies such as technical and tactical learning and enjoyment/recreation (Raiola & Di Tore, 2017). Previous research has indicated that trainers should make students engage in creative activities and avoid what makes them feel stressed (Haerens, 2019). In contrast, a study indicated that fun/entertainment increases when trainers promote less-active students in classes where other students feel biased and favoritism training environment, the players cannot provide their best output.

On the other hand, traditional models are defined as the sole mission of the trainers, which impedes the autonomy of player. As a result, these traditional models create boredom, stressed and uncontrollable behavior in sportspeople (Naderi et al., 2020). Traditional sports education focuses on an excellent technical performance model that sportspeople repeatedly practice in solitude, using out-of-context activities that do not represent real sports and direct instruction (Khalil et al., 2021). Non-traditional techniques are based on constructive theory, which sees students as active learners (engage with creative and social activities) and shape their knowledge and identify areas for improvement during the learning process (Abbas Zehri, 2021). Cooperative teaching methods are examples of real-time situations that have emerged in response to traditional models, techniques, strategy knowledge, and decision-making strategies. Simultaneously focus on development by solving the problem. Furthermore, these pedagogical models encourage players to make effective decisions, demonstrate leadership patterns, and solve problems (Ming, 2021).

In 2011 Mouridi stated that in Physical Training Centers, the level of satisfaction and enjoyment/fun in

physical education classes depend on how the teacher deals with the material (Sarkar, Boivin, & Mayo, 2020). In 2016, Bergen found that using a non-traditional model increased the enjoyment of the group receiving physical education sessions while decreasing it among those receiving formal education (Pharr, Lough, & Terencio, 2020). Therefore, it seems like a good idea to use non-traditional methods in sports education to increase students' enjoyment (Sarkar et al., 2020). Because applied sports psychology education, training, and preparation are often linked to the student phase (beginner or advanced).

Research and information on programs focused on applied sports psychology practice preparation will be studied first. Second, a previous approach will be used to assess a real applied sports psychology practitioner's educational background in light of applied sports psychology practice (Butler, 2020). Programs that prepare students for applied sports psychology practice educational institutions, sports psychology organizations, or a combination of both can set up programs to prepare students for applied sports psychology practice (Liu, 2021). In the United States, educational institutions generally offer applied sports psychology preparation programs, and their features are quite good (Morgulev, Azar, & Lidor, 2018). The association of Applied Sports Psychology has been recognized by the Olympic committee of the United States for the certification requirements as the only review of training skills in the region. They guide graduate programs that train people to follow applied sports psychology to meet the minimum training requirements (Schüler, Wegner, & Knechtle, 2014). These programs include ethics, biomechanics and physical bases of sports, historical, sports psychology, philosophical (Ryan, DeBurca, & Mc Creesh, 2018), social, or motor behavior bases of sports, psychopathology (Doob, 2018), counseling, sports or exercise skills and techniques, the cognitive-affective basis of behavior (Contreira et al., 2019). The social foundations of behavior and individual behavior modules must be included in studies (Bista, 2015). In research, Raalte and his colleagues analyzed the curriculum of graduate programs in applied sports psychology at 79 institutions, despite the availability of these certification standards (Butler, 2020). In contrast to the survey (Blankenship, 2017), only 27% of the 12 educational materials required for applied sports psychology certification were provided. Educational institutions across Europe offer applied sports psychology-related (postgraduate) programs (Liu, 2021).

Because applied sports psychology education,

training, and preparation are often linked to the student phase (beginner or advanced). Research and information on programs focused on applied sports psychology practice preparation will be studied first (Nagy & Baer, 2017). In the light of applied sports psychology, a previous approach (Vorontsova, Salimgareev, & Salimgareev, 2020) will be used to assess the educational background of a real applied sports psychology practitioner in the light of applied sports psychology practice (Bakhtiyarova, Murzakhmetov, Mirlan, Sundetov, & Kuderiyev, 2020).

Programs that prepare students for applied sports psychology practice educational institutions, sports psychology organizations, or a combination of both can set up programs to prepare students for applied sports psychology practice (Popovych & Blynova, 2019). In the United States, educational institutions generally offer applied sports psychology preparation programs, and their features are quite good (Casals & Finch, 2017) (Golgher et al., 2015). The United States Olympic Committee recognizes the association of applied sport psychology accreditation requirements as the only examination of training skills in the region. They direct graduate programs where persons are trained to follow applied sports psychology to achieve the minimum training criteria (Eskiler, Yildiz, & Ayhan, 2019). These certifications revolve around the sports ethics, biomechanics, physical bases of sports, historical, philosophical, sports psychology, social, or motor behavior bases of sports, psychopathology, counseling, sports or exercise skills and techniques. At the same time, the cognitive-affective basis of behavior is just some of the topics covered in these certifications. Modules should be added as well. Individual behavior and the social underpinnings of conduct despite these certification standards, a prior examination of the curriculum of graduate programmed in sports psychology at 79 institutions showed no agreement on the content offered (Pharr et al., 2020): the core of the courses only examined a third of the programmed. In 75% of the institutions, it was available (Raiola & Di Tore, 2017).

On the other hand, only 27% of the 12 instructional resources required for applied sports psychology accreditation were given. Applied sports psychology-related (postgraduate) programs are available in educational institutions all around Europe (Nagy & Baer, 2017). In 2007, Vrije Universiteit Amsterdam (Naderi et al., 2020), in partnership with the Sport Psychology Management in the Dutch Sports Industry, started two years of part-time 80 acts of

credit for practical sports psychologists in the Netherlands post-academic programs (Ming, 2021). Candidates must have completed a master's or doctoral program in psychology or movement science, as well as at least 30 acts credits in spin-recognized sports psychology (Arraya, 2017). The program offers training for athletes, coaches and monitors applications for work with teams (for example, psychological assessments, test construction, interview skills, learning of motor behavior/learning psychology, performance physiology) (Blagrove, Bruinvels, & Read, 2017). These programs also include collaboration and intervention strategies with other sports societies. It is crucial to note that this program gives spin and the Dutch Olympic committee accreditation as applied sports psychology practitioners (Park, Chung, & Kim, 2019).

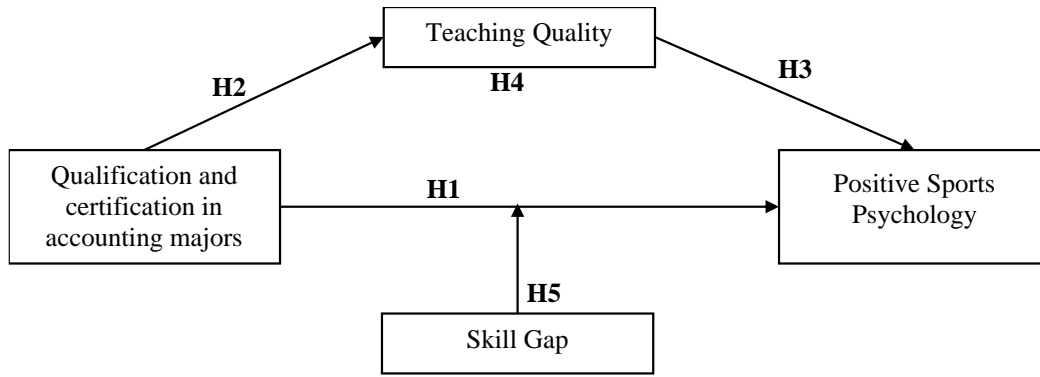
Finally, national organizations representing sports psychology specialists create postgraduate supervised training programmed at applied sports psychology. In partnership with the German association for psychologists, the German association of sports psychologists offers two courses in Germany that involve 120 hours of training and 30 hours of "hesitation" (seeing other sports psychologists at work) (Zheng, Zhang, Yang, Wang, & Chen, 2020). The inaugural course on 'sports psychology in prevention and rehabilitation is being held at Freiburg university. The second course, 'sports psychology in competitive sports,' was held at the Munich technical university (Wood et al., 2020). In addition, the Austrian network for sports psychology offers a comparable course called 'sports psychology and brain coaching in competitive sports' (Zheng et al., 2020). The Austrian sports psychology division is organized in partnership with the association for psychology through the center of mental excellence-Terrol platform (Park et al., 2019).

### 3. Methodology

To better analyze the impact of teaching quality on sports psychology, this paper has proposed the following model. Figure 1 shows the QCAM (Qualification and Certification in Accounting Majors) is IV, TQ (Teaching Quality) is mediating, SG (Skills Gap) is Moderating, and PSP (Positive Sports Psychology) is DV in this study. Each variable carries two items in the Questionnaire, whereas the scale was adopted (Butler, 2020; Contreira et al., 2019; Raiola & Di Tore, 2017).

Figure 1: Research Framework





**Participants**

The data was collected from sports trainers. The reason behind selecting this target population for the study is that our study is based on teaching methods. Teachers/Trainers can manipulate the perspective of sports psychology in students and could generate positive sports psychology.

**Reliability of the Test**

The reliability of the Questionnaire was tested through PLS. In contrast, the data is analyzed on two software AMOS 26v (Model fitness) and PLS.

**Hypothesis Statements**

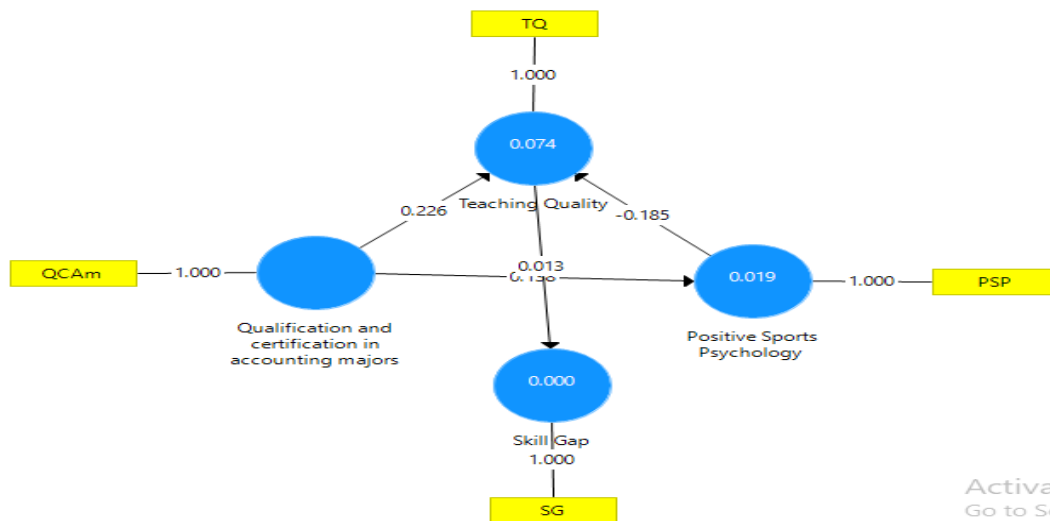
- H1:** Qualification and certification in accounting majors have a significant impact on generating positive sports psychology.
- H2:** Qualification and certification in accounting majors have a significant impact on teaching qualities.
- H3:** Teaching Qualities have a significant impact on generating positive sports psychology.

**H4:** Teaching Qualities mediates the relationship between the qualification and certification in accounting majors and positive sports psychology.

**H5:** Skill Gap Moderates the relationship between the qualification and certification in accounting majors and positive sports psychology.

**4. Analysis and Discussion**

The below model describes that the smart Algorithm model the qualification and certification in accounting majors is an independent variable and positive sports psychology is a dependent variable. The result presents that 0.019 relation between them at 1% significant level the sill gap shows that 0.013 in between teaching quality. The result shows that positive and significant relation with teaching quality at rate level is 0.226. the result present that teaching quality and positive sports psychology show negative relation but its significant relation in between them at rate level is -0.185 respectively.



**Reliability Test Analysis:**

Descriptions	Cronbach's Alpha	Rho-A	Composite Reliability	Average Variance Extraction(AVE)
Positive sport psychology	1.000	1.000	1.000	1.000
Qualification and certification accounting majors	1.000	1.000	1.000	1.000
Skill Gap	1.000	1.000	1.000	1.000
Teaching Quality	1.000	1.000	1.000	1.000

**Table-1**

The above result presents that reliability test analysis of each variable included dependent and independent variables. The Cronbach's Alpha of each variable is

1.000 shows significant reliability analysis; its rho-A value is 1.00, and its composite reliability is 1.00, respectively.

**Validity analysis**

Descriptions	Positive sports psychology	Qualification and certification in accounting majors	Skill Gap	Teaching Quality
Positive sports psychology	1.000			
Qualification and certification accounting majors	0.138	1.000		
Skill Gap	-0.132	0.129	1.000	
Teaching Quality	-0.154	0.200	0.013	1.000

**Table-2**

The above table presents that validity analysis of each variable included positive sports psychology, teaching quality and qualification also certification accounting major's sill gaps. The 1.000 presents the significant level of each variable. The qualification and certification accounting majors present that 0.138 rate shows 13% significant level and positive

relation with positive sports psychology. The skill gap shows that the -0.132 rate with positive sports psychology shows 0.129 values with qualification and certification. The teaching quality present that 0.2000 relations with qualification and its shows that 0.013 with skill gaps.

**Sample Covariances:**

	SG	TQ	PSP	QCAm
Skill Gap	1.300			
Teaching Quality	.016	1.179		
Positive sport psychology	-.114	-.127	.573	
Qualification and certification accounting majors	.126	.187	.089	.736

Condition number = 3.042

Eigenvalues

1.371 1.218 .750 .451

Determinant of sample covariance matrix = .564

The above table presents the sample covariance analysis of each variable. The skill gap shows that 1.300 covariance with each other the teaching quality shows that 0.016 covariances with skill gap and 1.179 positive covariances with each other. Positive sport psychology is considered a dependent variable its shows that negative relation with the skill gap and teaching quality rate level are -0.114 and -0.127, respectively.

The positive sports psychology shows that positive covariance with each other at value is 0.573. The qualification and certification accounting majors present that positive covariance with sill gap; teaching quality and positive sports psychology rate are 0.126, 0.187, and 0.089, respectively. The result describes that condition number is 3.042; the eigenvalues are 1.371, 1.218, 0.750, and 0.451. The determinant of the sample covariance matrix is 0.564 shows a positive covariance matrix between them.

**Correlations:**

	SG	TQ	PSP	QACm
Skill Gap	1.000			
Teaching Quality	.013	1.000		
Positive sport psychology	-.132	-.154	1.000	
Qualification and certification accounting majors	.129	.200	.138	1.000

Condition number = 2.042

Eigenvalues

1.260 1.138 .985 .617

The above result describes that correlation among variables 1.000 shows a 100% significant level of the teaching quality and skill gap, showing that 0.013 correlates with each other. The positive sports psychology shows that the negative correlation between skill gap and teaching quality rate is -0.12 and -0.154. The qualification and certification

accounting majors present that skill gap correlation rate level is 0.129, showing that teaching quality is 0.200 positive rates with each other. The positive sports psychology present that positive and interrelation with qualification sport psychology is 0.138 respectively.

**Sample Means:**

Sr. No	SG	TQ	PSP	QCAm
1	2.848	2.505	2.051	2.030

The above result shows the mean values of each variable; the average value of the skill gap is 2.848 the teaching quality shows a mean value is 2.505. According to the result, its positive sports average psychology value is 2.051, and the mean value of

qualification and certification accounting majors is 2.030. all values show a positive average impact, with each variable included positive sports psychology and teaching quality.

**Regression Weights:**

			Estimate
Qualification and certification accounting majors	<---	ICEPT	1.000
Qualification and certification accounting majors(1)	<---	SLOPE	.000
Positive sport psychology	<---	ICEPT	1.000
Positive sport psychology (1)	<---	SLOPE	.330
Teaching Quality	<---	ICEPT	1.000
Teaching Quality (1)	<---	SLOPE	.670
Skill Gap	<---	ICEPT	1.000
Skill Gap (1)	<---	SLOPE	1.000

The result describes that regression weight with estimated values in the ICEPT and SLOPE perspective. The estimated value of qualification and certification accounting majors is 1.000 and 0.000, respectively, showing a significant relation. The positive sports

psychology present that 0.330 value of estimate the teaching quality also shows that 1.000 ICEPT and 0.670 estimate value of SLOPE level. The skill gap shows 1.000 significant levels of each perspective included ICEPT and SLOPE.

**Minimization History (Default model)**

Iteration	Negative eigenvalue	Condition #	Smallest eigenvalue	Diameter	F	NTries	Ratio
0	e 2		-.301	9999.000	188.286	0	9999.000
1	e* 1		-.022	.786	79.234	18	.858
2	e 0	1544.343		.154	56.520	6	.885
3	e 0	61.392		1.289	42.559	4	.000
4	e 0	106.823		.130	36.549	1	1.057
5	e 0	118.055		.064	35.927	1	1.078
6	e 0	110.932		.015	35.916	1	1.016

7	e	0	110.899	.000	35.916	1	1.000
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The result describes that minimization history related to all iteration. The result presents that negative eigenvalues, the conditions points, smallest eigenvalues, diameters, and f-values also present the ratios of each iteration. For example, the smallest value is -0.301, -0.022. The f-values present that

188.286, 79.234, 56.520, 42.559, 36.549, 35.92, and 35.91 respectively show positive statistic values with each other. The minimization history presents that ratio analysis of each iteration its values are 0.858, 0.885 0.000, 1.057, 1.078, 1.016 respectively.

### Model Fit Summary

#### CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	6	35.916	8	.000	4.490
Saturated model	14	.000	0		
Independence model	8	13.477	6	.036	2.246

The above model present that model fit summary CMIN with the help of default model, saturated model, and independence model. The result describes that NPAR values are 6, 14, 8; its CMIN values present 35.916, 0.000 at the saturated model and 13.477 level of independence model. The p-value shows that

0.000, which means a 100% significance level. The probability value of the independence model is 0.036, which shows a 3% significance level. The result describes that CMIN/DF values of each model are 4.490, 2.246 respectively, showing a significant and positive relationship between them.

### Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	-1.665	-0.999	-4.097	-1.800	.000
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

The above table presents that baseline comparisons of each model the NFI shows values are -1.665; the saturated model present NFI value is 1.000 its independence model value is 0.000 shows 100% NFI Delta 1 values. The RFI rho one presents a -0.999

value of the default model; the CFI shows 0.000, 1.000 and 0.000, respectively, that the TFI rho two values are -1.8000 and 0.000 at the level of independence model.

### NCP

Model	NCP	LO 90	HI 90
Default model	27.916	12.962	50.405
Saturated model	.000	.000	.000
Independence model	7.477	.430	22.184

The result represents that the NCP model fit summary related to the positive sports psychology and teaching quality also presents qualification and certification, accounting majors. The result presents the default

model, which is 27.916, 12.962, 50.405. In addition, the result shows that LO90 value and HI90 values are 0.000, 0.430, and 22.184, respectively.

### FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	.366	.285	.132	.514
Saturated model	.000	.000	.000	.000
Independence model	.138	.076	.004	.226

The above table describes the model fit summary concerning FMIN values with the help of the default

model, saturated model, and independence model. The result presents that FMIN values are 0.336, 0.000



and 0.138, respectively, which means the model is fit for analysis. The F0 values are 0.285, 0.000, and 0.076; the LO90 values show the 0.132 value of the default model, the 0.000 value of the saturated model,

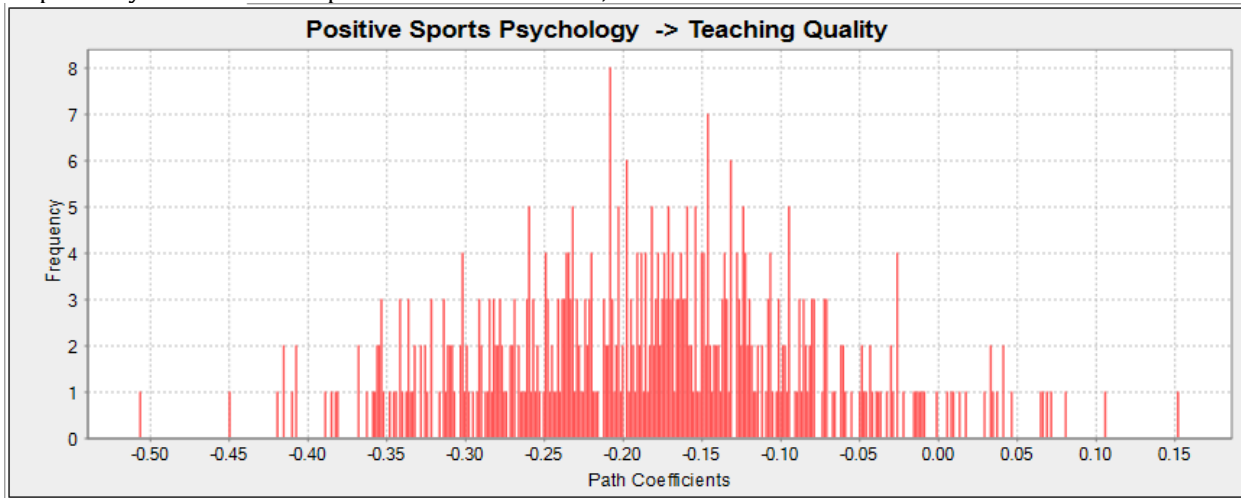
and 0.004 of the independence model. The result also explains the H190 values related to the model summary; its values are 0.514, 0.000, and 0.226.

**RMSEA**

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.189	.129	.254	.000
Independence model	.113	.027	.194	.091

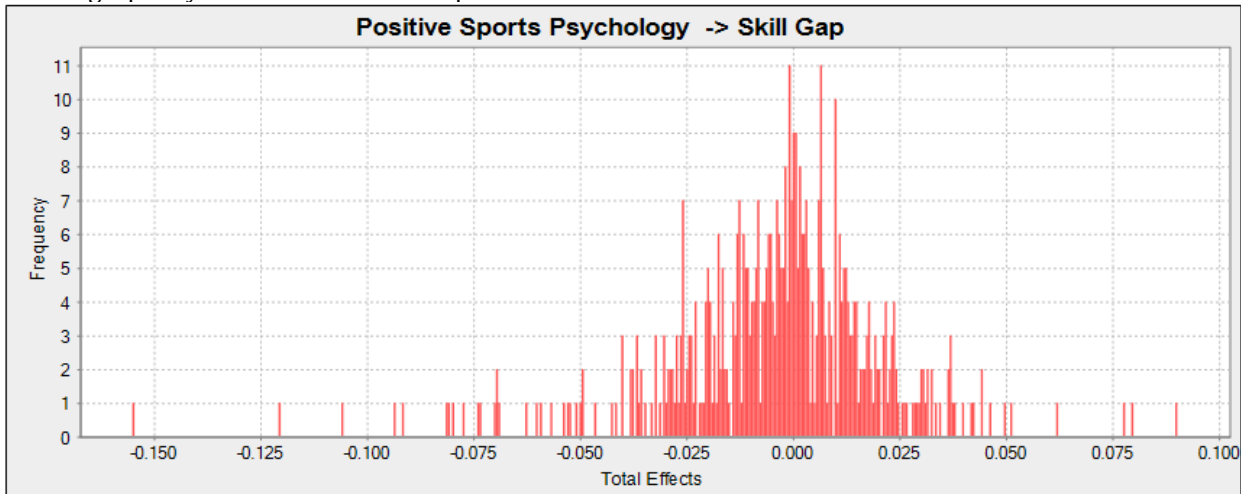
The model presents that RMSEA values of each model included the default model and independence model; the values of RMSEA are 0.189 and 0.113, respectively. The result also presents the LO90 value,

0.129 and 0.027, which shows that positive values of its H190 rate are 0.254 and 0.194, respectively. Path Coefficient:



*Figure-1 positive psychology*

The above figure presents the path coefficient frequency rate, and the horizontal side shows the relation between positive sports psychology and path coefficient values. The red bar line present that teaching quality. The vertical side presents the coefficient relation between two variables.



*Figure-2 positive sports psychology*

The above figure presents the total effect between positive sports psychology and the skill gap. Similarly, the vertical sideshow frequency level and horizontal side present that ratio of the total effect, which starts

from -0.150 and ends at 0.100 level. Finally, the red bar line presents that positive sports psychology relation to a skill gap.

## Conclusion

Assessing the degree of an intervention's effectiveness depends, first and foremost, on the intervention's nature and scope (i.e., the intervention's goal) as well as its target group. Traditionally, positive sports psychology and exercise psychology interventions have been quite diverse. Research study describe the performance of teaching quality related to the positive perspective for measuring this research used some alternative hypothesis included H1, H2, H3, H4, H5 etc. the overall results accept the H1 there are significant relation of qualification and certification accounting majors and positive sport psychology. The result accepts that H2 there are 100% significant impact of qualification and certification on teaching quality of teachers related to the sports. Research accepted H3 there are also significant and positive relation in between teaching quality and positive sport psychology. The research study accepts all alternative hypotheses and rejects the null hypothesis according to the overall result. In addition, the research found a positive and significant relationship between positive psychology and teaching quality. We linked learning experiences to learning outcomes in the current study. Overall, the patterns of associations indicated that traditional learning experiences are most beneficial for developing knowledge on specific topics.

Through application and reflection, knowledge is refined, sharpened, and expanded. Learning from others may be of limited value when it comes to mastering knowledge. Gaining experience and engaging in reflective activities appeared to be essential for developing professional development

learning outcomes. Learning from others supplemented or practiced professional development in addition to learning from experience and reflective activities. Professional development topics had less in common with traditional learning.

This research study describes the performance of positive psychology and teaching quality related to the qualification and certification accounting methods. The research-based on evaluation Model of Teaching Quality of Accounting Majors under the perspective of Sports Psychology. Based on primary data analysis using smart PLS and AMOS software, this research study runs multiple results such as reliability test analysis, validity analysis, sample covariance, correlation, and model fit summary analysis. The result presents that the smart PLS algorithm model related to each variable such as positive sports psychology, sill gap, and teaching quality. Overall, the result concluded significant and positive relations between psychology and teaching quality with a psychology perspective. Sports practitioners can assist student-athletes in developing personal resources, strategies, or skills to effectively address and overcome adversity, improve performance, and reduce the risks associated with adverse sporting environments. Professionals in the field should devise strategies for educating student-athletes on the importance of developing positive strategies and resources (e.g., self-control, mental toughness, resilience) to help them overcome adversity while also improving the overall sporting context. To achieve body-mind balance and psychological growth, practitioners should consider strategies to improve athletes' perceptions of self-sufficiency, interpersonal relationships, and feelings of belonging.

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