

The Influence of Organizational Leadership and Coaches on Indonesian Athletes' Adversity Quotient (Intelligence)

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Abstract

The primary purpose of this study was to examine the relationship between adversity quotient and trust in coaches, self-efficacy of coaches, team emotional intelligence, and leadership. This study also assessed the mediatory function of leadership. Using convenience sampling, data were obtained from the athletes of Indonesian sports teams for this purpose. The information was gathered using questionnaires adapted from previous studies. The study's usable response rate was 61.80 percent. Leadership favorably affects the adversity quotient, according to the study's results. Additionally, effectiveness, trust in coaches, and emotional intelligence have a favorable impact on leadership. Further, the leadership's mediation impact is also supported. The study's findings will aid academics in their future research endeavors.

Keywords: Coaches efficacy, emotional intelligence, leadership, adversity quotient, Indonesia

Introduction

The capacity of a person to manage the adversities of one's life is known as the adversity quotient. Researchers have related this concept to the science linked with human resilience. It shows the ability of a person to resist the capacity and achieve triumph despite the problems. By understanding this concept, one can better understand how a person has overcome adversities and challenges in their professional careers. The idea of adversity quotient is crucial to examining the ability of a person to gauge adversities. This concept includes several different factors like learning, productivity, creativity, empowerment, motivation, and performance. Using it can easily be equipped with tools to improve professional effectiveness. The life of professionals is also affected by the adversity quotient. Sports team players face several challenges and issues in their life. These team players need to use adversity to overcome these challenges. The sports team player can easily overcome their challenges, achieve their goals, and overcome and face the adversities (Sarmidi et al., 2020). Conclusion: a person should have the ability to overcome adversity in more than one way to succeed in life. This ability is vital for the sports team players to solve their professional issues. Several aspects play an important role in developing this ability among players. Among these factors, the esteem of the coaching staff is the crucial one (Wiradendi Wolor, 2020).

Researchers have mentioned that coaching efficacy is an important factor that affects the coaching leadership and the coaches' behavior. As a result, the outcomes of the sports players are affected as well (Das & Chatterjee, 2018).

It plays a very important role to alter the effectiveness of the sports team players. Resources claim that the consistency among the players depends on the factor of efficacy. But if the coaches have less self-evaluation and pay less attention to the perception of athletes for their relationship, it can be worst for the performance of the athletes. There is a need to focus more on these factors to improve the coaches' leadership style (Gomes, 2020). This perspective is also critical to improve the factors that are creating a negative effect on the performance of athletes. Researchers suggest that the coaches' behavior affects the emotional well-being, motivation, and implementation of the players. Scholars have also reported that sometimes coaches rate their self-efficacy and performance significantly higher than the ratings of athletes on the factors of coaching efficacy. Overall, researchers believe that leadership style plays a crucial role in influencing the performance and behaviour of the players, which is affected by the belief in coaches efficacy (Das & Chatterjee, 2018).

In sports coaching studies, trust is one of the important issues discussed in studies. Researchers argued that trust is one of the factors that shows the close relationship between athletes and coaches. Some researchers believe that trust shows the typical leader servant characteristics in sports (Iancheva & Prodanov, 2018; Li et al., 2021). Whereas, scholars also view that the relationship of trust between the athletes and coaches can be better explained from the perspective of social exchange theory (Chernyak-Hai & Rabenu, 2018).

The coaches' leadership style coaches' leadership style also plays a very important role in improving their

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performance and level of competency. For instance, the coaches play a handful of roles to solve the problems of the athletes and achieve their goals. Moreover, the leaders in sports play a vital role in providing support to the athletes and empowering them to achieve their highest level of goals and objectives (Malloy & Kavussanu, 2021). Indonesia is an important country of ASEAN. In this country, people like to be a part of sports. Therefore, the players to understand their adversity quotient to improve their performance. For this purpose, they need to identify the factors that can help identify the adversity quotient. So, this study examined the effect of coach efficacy, emotional intelligence, and trust in coach on adversity quotient with mediating role of team leadership.

Literature Review

Team Leadership

The leadership literature has evolved throughout time. According to studies, leadership literature extends back to the nineteenth century. At that time, two fundamental leadership concepts gained widespread recognition. The first assumption is that leadership is a skill possessed by exceptional individuals who are extremely capable of managing and altering history. The second idea relates to the characteristics of the leaders (Saragih et al., 2020; Soomro et al., 2018). According to this theory, leadership skills are innate and handed from generation to generation. Literature defines leadership as the manner of dealing with a society in which leaders have a great deal of influence over the behavior and decision-making of their followers.

Consequently, the performance of the followers is negatively impacted (Eliyana & Ma'arif, 2019). Additionally, researchers defined leadership as an emotional process in which the leader evokes, controls, and recognizes followers' feelings. Andriani et al. (2018); Danilwan et al. (2020) described leadership as the skill of persuading individuals to collaborate to achieve a common objective. Consequently, leadership emphasizes the capacity to facilitate, influence, and motivate others so that they can contribute to the team's overall effectiveness and success.

The two main concepts in leadership are the transactional style leadership and the transformational style leadership. MacGregor (1978) was the first scientist who distinguished between the transformational and transactional leadership styles. According to scholars, followers are motivated by appealing to their self-interest under the transactional leadership style. On the other hand, followers and leaders are encouraged by their higher level of motivation and morality under transformational leadership. Scholars also explained transactional leadership as giving rewards to followers for their compliances. On the other hand, a

leader following the transformational leadership style lets followers feel loyalty, trust, and admiration (Ma & Jiang, 2018). Therefore, they are motivated to perform better than their expectations. The basis of the transformational style of leadership is the emotions of followers. Whereas in the transactional leadership style, it is not the case. Therefore, in most settings, the transformational leadership style is desired because it has a higher effect on the follower's commitment, trust, and satisfaction. Thus, several scholars have discussed that the transformational leadership style has more impact on the performance of the sports teams (Maamari & Majdalani, 2017).

In the realm of athletics, leadership also plays a crucial role. According to researchers, a trainer has professional skills that enable athletes to quickly disclose their potential and utilize their skills to achieve their aims. The trainer is one of the most significant human resources in sports, as they are crucial to the training and success of the athletes (Zakinuddin & Ghazali, 2019). The trainer must be familiar with the proper training techniques. These procedures encompass the methods and theories related to player training that can be employed to undertake training activities (Keattholetswe & Maletse, 2019). According to scientists, coach leadership is the process or activity through which a person uses political, wise, intelligent, and charismatic talents and the capacity to impart this art to athletes to raise the players' competence. As a result, these athletes will collaborate to attain both individual and team objectives. The coach's leadership style also plays an essential role in fostering discipline among the athletes, which is crucial for achieving specific goals (Preston, 2020).

Emotional Intelligence

The historical roots of emotional intelligence go back to the 19th century when researchers noticed two kinds of intelligence: practical, functional, and social intelligence. At the same time, researchers defined the concept of social intelligence 1st time in 1920. Later, scholars also explained this concept as multiple intelligences in which two are mainly involved, namely interpersonal intelligence and intrapersonal intelligence (Kharbanda et al., 2021).

The term emotional intelligence was used 1st time by scholars in 1990 to understand a person's emotions and the factors that can improve emotional thinking. For scholars, emotional intelligence is the cognitive ability to evaluate, recognize and understand the meanings of emotions so the problem can be solved with reason. Emotional intelligence defines that two different processes, namely feeling and thinking, work together (Chopra & Kanji, 2010). In this context, researchers proposed a model regarded as a key and acknowledged by the academic community. It includes four distinct talents, including controlling

emotions, understanding emotions, using emotions to facilitate thought, and the capacity to facilitate emotions. However, the concept of emotional intelligence gained popularity when the book “*EI why it can matter more than IQ*” was published (Alam & Ahmad, 2018).

Scholars have defined emotional intelligence as the learned capability the basis of emotional intelligence, which affects the performance of the individual at work. This definition is based on the performance of the individual that is dependent upon five skills: social skills, empathy, motivation, self-regulation, and self-awareness. The last three skills relate to the personal competency of the individual, whereas the previous two have a linkage with the social ones. This model is known as Goleman's model. Later another model was presented, known as Bar-On's model. This model is also known as the social-emotional intelligence model. Five broader aspects of competencies are covered in it, namely general mood, adaptability, stress management, and interpersonal skills (Bunyaan et al., 2015). Another vital model presented in academia is known as the trait approach. It is the method of self-knowledge and disposition linked to emotions. This model has focused on self-perception and self-efficacy. Overall, three streams are essential to understanding the concept of emotional intelligence. The first stream defined emotional intelligence as a combination of interrelated abilities that can be measured using abilities tests. Whereas, under the second stream, emotional intelligence is defined through reports and self-assessments on the behavior of emotional intelligence.

On the other hand, emotional intelligence is defined as perceptions, competencies, and predispositions regarding the management of emotions (Maamari & Majdalani, 2017). In the past, much attention was given to emotional intelligence. According to scholars, there is a need to study emotional intelligence so the performance and commitments of the individuals can be improved (Bhalerao & Kumar, 2016).

Researchers believe that individuals who have a high level of emotional intelligence have better performance than those who have a low level of emotional intelligence. People with emotional intelligence can understand themselves and better communicate and socialize with other people. On the other hand, such individuals can handle difficult situations relatively easily. The individual's work performance, academic performance, and psychological and physical health improve when emotional intelligence is high. At the same time, a negative relationship exists between stress and emotional intelligence. Thus, emotional intelligence is considered one of the essential factors of leadership because it reflects crucial factors that affect

the competency and performance of leaders (MacCann et al., 2020).

Coaching Efficacy

Several past studies have mentioned that coaching efficacy is essential in sports and its investigations. Scholars explain coaching effectiveness as the judgment or perceptions regarding the level of confidence among coaches have regarding their capacity so the performance and learning of the athletes can be affected. It is the construct that has more than one factor and affects the performance of athletes. It also impacts the athletes' character, motivation level, strategy, and learning technique (Jowett, 2017). Scholars have shown that sources of information impact the social support, perceives skill, prior skill, and preparation of athletes. In the past, the models regarding the efficacy of coaching are supported by past studies. Researchers in the past also kept a positive relationship between leadership styles and effectiveness (Keathleletswe & Malete, 2019).

An empirical study was conducted regarding the Botswana premier league to examine the effect of coaches' efficacy. This league has a significant amateur structure of sports management. Moreover, this league can attract the most critical sponsorship in Indonesia and have the most prominent spectators in the country. Businesses own more than 15% of the teams and privately sponsored. Players and coaches are the main priority for the teams. The salaries of the players and coaches are very competitive. At the same time, the rest of the league teams are community-owned and run like socially run clubs. The reliance of these clubs is mainly on the sales of the tickets for the revenue. This income is not enough to pay the salaries of the management staff and players of the league. Volunteers mostly manage this issue. Most of the teams in the league do not have access to sports psychologists, athletics trainers, and physical trainers. In the absence of coaching efficacy, the players' performance is affected (Mysirlaki & Paraskeva, 2020).

Adversity quotient (AQ)

As it has a substantial impact on the lives of organizations, communities, and individuals, the concept of adversity quotient is gaining favor among practitioners and academics. With the assistance of the adversity quotient, an individual's tenacity and skills are enhanced. Individual accomplishments have altered the adversity index (Tabachnick et al., 2007). AQ has a significant impact on the quality of pupils in the context of education. The AQ significantly affects the individual's abilities and actions (Runtu et al., 2019). The concept of AQ relates to a person's capacity to respond to and cope with life's challenges, such as stress (Sujianto, 2020). It also refers to the individual's capacity to exert effort to overcome obstacles in

challenging situations. Scholars identified four aspects of AQ: endurance, reach, origin ownership, and control. Control refers to the individual's capacity to favorably impact the circumstance. At the same time, origin ownership is the individual's capacity to comprehend the problem-solving circumstance. Reach refers to the individual's ability to minimize the challenges. In conclusion, endurance is the individual's capacity to discern strengths and obstacles while overcoming obstacles (Hutagalung et al., 2018).

Trust in Coaches

The concept of trust is conceptualized as the phenomenon of psychology. Researchers have defined it as the party's willingness to be vulnerable to the other party's actions based on the expectations that others will achieve a specific step critical to the trustor irrespective of controlling or monitoring the other party. Therefore, trust is the positive willingness and expectation to be vulnerable to the trustor. In the context of repeated and direct interaction among athletes and coaches, if athletes believe that the coach can fulfill the commitment in terms of their relations, they will be able to develop more trust in the coach (Bandura et al., 2019).

The sports team's performance is positively affected by the trust in the coach. It also can moderate different relationships as well. Researchers proposed that the trustworthy character of the coach affects the level of trust an athlete has in the trustee (Sedrine et al., 2020).

Hypotheses building

Team Leadership and Adversity Quotient

One of the essential factors for the individual's success is the AQ. The team's success is mainly dependent upon the leadership style. The same is the relationship in other contexts, including the business context. Business managers are not different from other peers around the globe. They are also exposed to various challenges. As a result, they have to face several different challenges in the business world. The combined effects of these challenges are unpredictable, bewildering, and powerful. Therefore, there is a need for leaders to be aware of the leadership style to improve the adversity quotient. As a result, they will be better able to deal with challenges and strengthen resilience (Tigchelaar & Bekhet, 2015). Hence, there is a positive relationship between the adversity quotient and team leadership (Zakinuddin & Ghazali, 2019).

Coach efficacy and Team Leadership

In the past, researchers have conducted several studies to explore the relationship between coach efficacy and leadership. In the literature, efficacy refers to a coach's

confidence in accomplishing coaching duties during competition. In consequence, victory is achieved. The effectiveness of the coach has a considerable impact on leadership behavior. These leaders provide instructive training and constructive comments. Researchers have discovered that varied leadership approaches involving positive feedback and social support will significantly impact fostering employee effectiveness (Hobbs, 2019). Coaches are more confident in terms of their roles as teachers and motivators. As a result, their role is the image of their leaders to provide instructions and pieces of training and use positive feedback (Iancheva & Prodanov, 2018). Past research has found a positive effect of collective efficacy on leadership. On the other hand, the empirical studies also proved that coaching efficacy was a strong predictor of leadership (Iancheva & Prodanov, 2018).

Trust in Coaches and Team Leadership

Several studies have highlighted the critical relationship between trust and leadership behavior. The relationship is developed among the leaders and followers, leading to the development of trust. The athletes evaluate the trustworthiness of the coach. The proposition regarding the long-term experience in a team leads to developing trust for the person known as a leader. It is also possible that this person is already playing a vital role in the success of team sports (Gulak-liPka, 2016). Trust is the outcome of judgment regarding members of the team. Athletes in the team gather essential information regarding the leaders' credibility before trusting the leaders. They also verify the leader's current opinion, which is developed by trust (Dirks et al., 2021).

Team Emotional Intelligence and Team Leadership

Leadership plays a vital role in the failure and success of the team. More than 90 percent of leadership is affected by emotional intelligence. Most successful leaders can manage their emotions and their response to them. They can also motivate and stimulate the employees because they have high social skills. Additionally, they also successfully regulate their own emotions and the emotions of their followers because of their skills related to heightened self-awareness and high self-regulation. Scholars have explained leadership as the process of leadership. Therefore, emotional intelligence is the key to effective leadership (Mysirlaki & Paraskeva, 2020). As leadership is the process in which emotions are involved, it is the leader's responsibility to understand the emotional state of the followers and attempt to create feelings among the followers. Later, they seek to manage the emotional state of the followers as well (Maamari & Majdalani, 2017).

H1: CE significantly affects TL

H2: TC significantly affects TL
 H3: TEI significantly affects TL
 H4: TL significantly affects AQ

H5: TL mediates the relationship between CE and AQ
 H6: TL mediates the relationship between TC and AQ
 H7: TL mediates the relationship between TEI and AQ

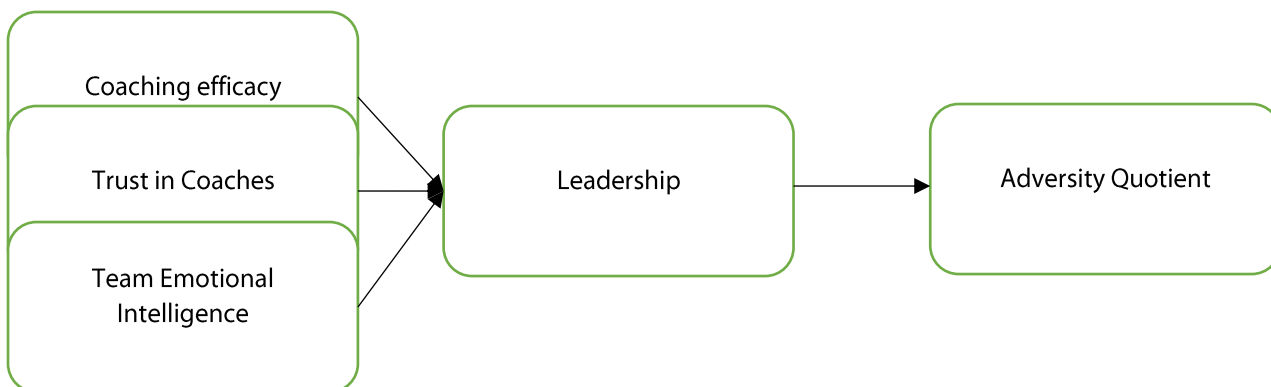


Figure 1: Framework

Methodology

This study is the research of causal relationships. The primary purpose of causal research is to determine the relationship among various variables. This kind of study helps control, forecast and explain the symptoms that can quickly be developed. The causal relationship is the study that examines the cause and effect relationship in which an independent variable influences the dependent variable. This study aimed to determine the relationship between coaches' factors, leadership, and adversity quotient among Indonesia's sports teams players. For this purpose, data was collected from the 210 sports athletes of Indonesia in a questionnaire. The usable response rate was 61.80%. The questionnaire was developed on Likert 7 point scale in which 1 refers to disagree strongly, 7 refers to strongly agreed, and 4 indicates the neutral opinion of the respondents.

The data was collected by using convenience sampling. The questionnaire was developed using the literature of

past studies. The items of AQ were adapted from [Aryani et al. \(2021\)](#), and the items of emotional intelligence were adapted from [Shepherd et al. \(2011\)](#). The trust items in coaches were adapted from [Everard and Galletta \(2005\)](#). The items of coaching efficacy were adapted from [Keathloetswe and Maletse \(2019\)](#), and the items of leadership were adapted from [Kulkarni et al. \(2006\)](#). The gathered data was analyzed using smart PLS 3.3.2.

Results and Analysis

Data analysis using PLS is divided through structural and measurement models ([Joseph F Hair Jr et al., 2017](#)). The beginning step is the measurement model based on the reliability and internal consistency of the items. It also included an assessment of convergent validity and discriminant validity. At the same time, the proposed hypothesis of the study is assessed in the later stage of analysis known as the structural model. This stage also sets the values of Q squared as well.

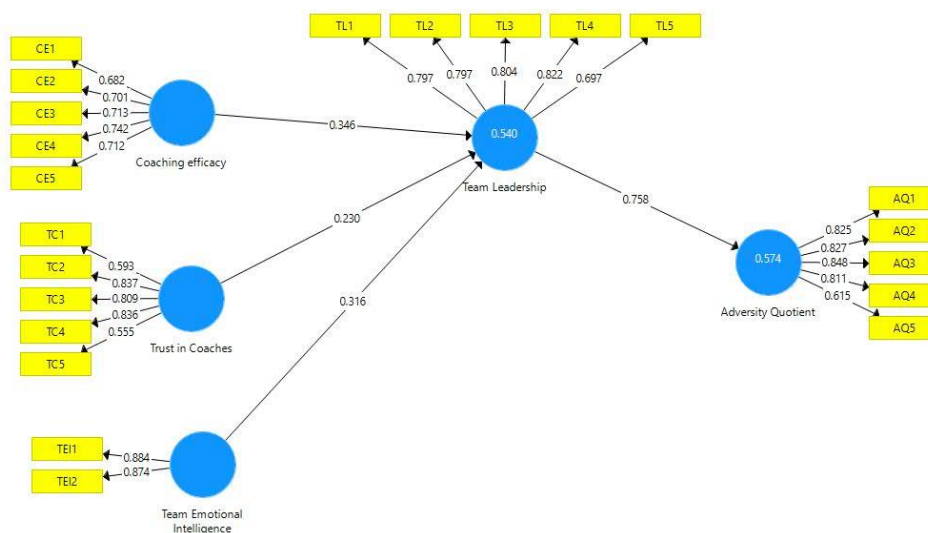


Figure 2: Measurement Model

Note: TEI= team emotional intelligence, TC= trust in coaches, CE= coaching, TL= team leadership, AE= adversity Quotient

Researchers are of the view that assessment of multicollinearity before the measurement model. Multicollinearity is defined as the problem that occurs in the correlation matrix because of the high correlation among the variables (Tabachnick et al., 2007). In this study, smart PLS was used to assess multicollinearity through VIF. The upper value of VIF must not go beyond 5 in normal conditions. The values mentioned in table 1 demonstrate that this is achieved in the present study.

Table 1

VIF		
	AE	TL
AE		
CE		1.603
TC		1.512
TEI		1.471
TL	1.000	

Note: TEI= team emotional intelligence. TC= trust in coaches, CE= coaching, TL= team leadership, AE= adversity Quotient

After assessing multicollinearity, this research examined the measurement model in which convergent validity and reliability are examined. Factor loading and AVE are evaluated for the confirmation of convergent validity. According to Joe F Hair Jr et al. (2014), the acceptable value of factor loading is 0.50. The factor loading values mentioned in table 2 demonstrate that all acceptable items have values more than 0.60.

Table 2

Factor Loading					
	AQ	CE	TC	TEI	TL
AQ1	0.825				
AQ2	0.827				
AQ3	0.848				
AQ4	0.811				
AQ5	0.615				
CE1		0.682			
CE2		0.701			
CE3		0.713			
CE4		0.742			
CE5		0.712			
TC1			0.593		
TC2			0.837		
TC3			0.809		
TC4			0.836		
TC5			0.555		
TEI1				0.884	
TEI2				0.874	
TL1					0.797
TL2					0.797
TL3					0.804
TL4					0.822
TL5					0.697

Note: TEI= team emotional intelligence. TC= trust in coaches, CE= coaching, TL= team leadership, AE= adversity Quotient

Later, this study calculated the value of AVE for which the criteria (Joseph F Hair Jr et al., 2017) were followed to confirm convergent validity. The threshold value of AVE is 0.50 for the ascertainment of convergent validity. The results of AVE are mentioned in table 3, revealing that convergent validity is achieved. Calculation of internal consistency is the next phase of the measurement model analysis. The values of Cronbach Alpha and CR are assessed to confirm internal consistency. According to (Mallery & George, 2000), the value of CR and Cronbach Alpha of more than 0.90 is considered excellent, 0.80 is deemed good, and 0.70 is acceptable. In this case, the benchmark value is 0.70, as mentioned in table 3.

Table 3*Reliability and Validity*

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
AQ	0.845	0.891	0.624
CE	0.754	0.836	0.504
TC	0.779	0.852	0.542
TEI	0.705	0.872	0.772
TL	0.844	0.889	0.616

Note: TEI= team emotional intelligence. TC= trust in coaches, CE= coaching, TL= team leadership, AQ= adversity Quotient

In this study, the Heterotrait-Monotrait ratio of correlation (HTMT) technique was adopted to confirm discriminant validity. HTMT is the new method developed under PLS. It supersedes the past technique of Fornell and Larcker. The values of HTMT must be less than 0.90 to confirm discriminant validity.

Table 4*HTMT*

	AQ	CE	TC	TEI	TL
AQ					
CE	0.863				
TC	0.734	0.688			
TEI	0.806	0.708	0.619		
TL	0.894	0.783	0.689	0.774	

Note: TEI= team emotional intelligence. TC= trust in coaches, CE= coaching, TL= team leadership, AQ= adversity Quotient

After confirming the measurement model, this study used bootstrapping technique to test the indirect and direct hypotheses through the structural model. Joe F Hair Jr et al. (2014); Jowett (2017) revealed that relationships are assessed through the structural model. Therefore, the criteria of Chin (2010) were adopted while using bootstrapping, for which 5000 bootstrap samples were used. The proposed hypothesis of the study is one-tailed. Therefore, the minimum value of t for accepting the hypothesis is 1.645 (Joe F Hair Jr et al., 2014). The values of Table 5 below show the results of the direct hypothesis proposed earlier.

Table 5

Direct Results

	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
CE -> TL	0.346	0.057	6.049	0.000
TC -> TL	0.230	0.057	4.052	0.000
TEI -> TL	0.316	0.055	5.715	0.000
TL -> AQ	0.758	0.025	30.533	0.000

Note: TEI= team emotional intelligence. TC= trust in coaches, CE= coaching, TL= team leadership, AQ= adversity Quotient

The direct hypothesis mentioned in table 4 reveals that CE significantly affects TL (Beta=0.346, t=6.586), supporting H1. The results also support H2 showing a significant positive relationship between TC and TL (Beta=0.230, t=4.159). Furthermore, TEI also significantly affects TL (Beta= 0.316,

t=5.759) accepting H3. In the end, H4 is also supported, revealing a significant effect of TL on AQ (Beta= 0.758, t=30.859). In the end, this study examined the mediating hypothesis. The results show that all mediating hypothesis is supported statistically, accepting H5, H6, and H7.

Table 6

Indirect Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
CE -> TL -> AQ	0.262	0.264	0.046	5.699	0.000
TC -> TL -> AQ	0.174	0.177	0.043	4.026	0.000
TEI -> TL -> AQ	0.239	0.236	0.043	5.624	0.000

Note: TEI= team emotional intelligence. TC= trust in coaches, CE= coaching, TL= team leadership, AQ= adversity Quotient

It is also essential to evaluate the value of R square, which predicts the value of the proposed model (Chin, 2010). According to Cohen (1992), the value of R square 0.02 is considered weak, 0.15 is moderate, and 0.35 is significant. The values of R square in the present study are substantial as they are more than 0.35, as mentioned in table 7 below.

Table 7

R square

	R Square
AQ	0.574
TL	0.540

Note: TL= team leadership, AQ= adversity Quotient

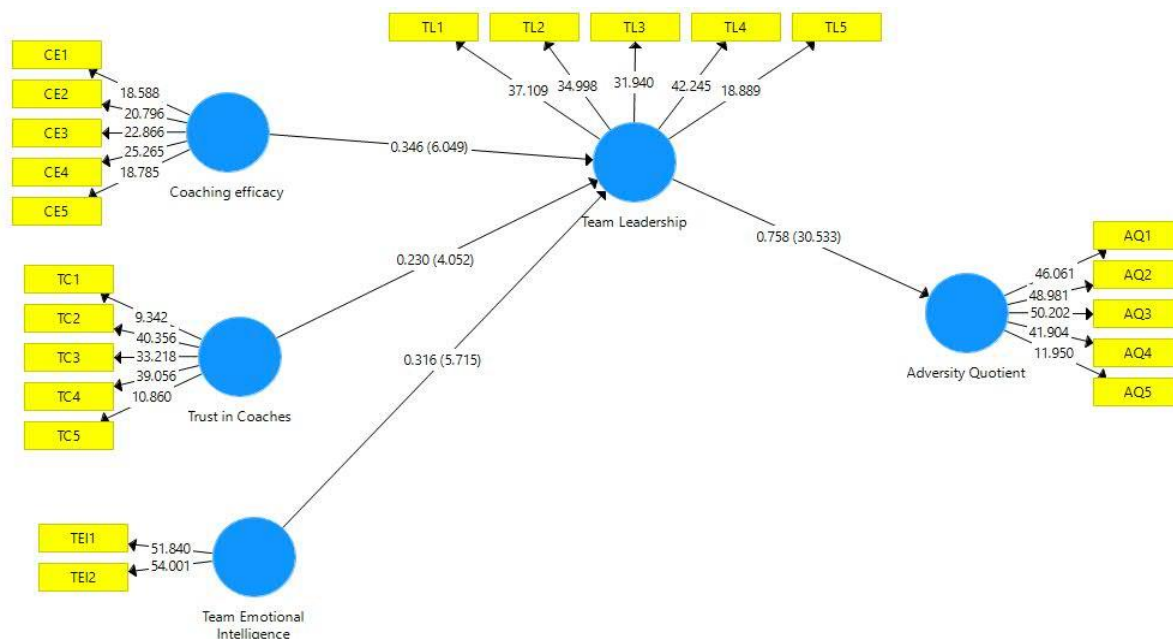


Figure 3: Structural Model

Note: TEI= team emotional intelligence. TC= trust in coaches, CE= coaching, TL= team leadership, AQ= adversity Quotient

Discussion and Conclusion

Sports athletes need to have the ability of adversity quotient to understand better how an athlete can handle a difficult situation. Therefore, this study examined the relationship between team emotional intelligence, trust in coaches, coach's efficacy, leadership, and adversity quotient. For this purpose, data was conducted from athletes of the Indonesian sports team. The study results statistically reveal that there must be team emotional intelligence for better results of leadership styles in sports. These results align with the findings of Mysirlaki and Paraskeva (2020).

The study's statistical findings further support the thesis that there is a substantial positive correlation between trust in coaches and team leadership. These data indicate that the success of sports leaders is contingent on the trust of their team members. These outcomes are comparable to the statistical results of Dirks et al. (2021).

The study's statistical findings also indicate that coaching effectiveness substantially affects leadership style, similar to Iancheva & Prodanov, 2018. The study's results also suggest that leadership style is a significant predictor of adversity quotient. It implies that leaders play a crucial part in developing players' talents to comprehend themselves better. This study contributes to the literature by bridging the gap between the limited studies examining the adversity quotient through coaches and leaders in the context of sports. Additionally, the present research has certain drawbacks. The information was collected from Indonesian athletes. Future research can collect data from other ASEAN nations from a different perspective. In addition, moderators can be added to the current theoretical model to reinforce it. Researchers in sports studies can use the study's findings to manage team members better and enhance teams' performance.

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