Personality Traits Of Sports Coaches And Their Relationship To Team Cohesion

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Abstract:

This article highlights to identify the phenomenon of cohesion within sports teams and to examine the relationship between the personality of the sports coach and the cohesion of the team he supervises as a leader. Since our subject falls within psychological and social studies, the most appropriate approach to this research is descriptive. We used the Sports Trainer Personality Profile Scale and the Sports Team Cohesion Scale, and the sample consisted of 180 players (12 from each team) and 15 coaches representing 15 clubs.

The results demonstrate a correlation between the sports coach's characteristics and the team's cohesion. The coach's personality significantly influences the sports team's morale and its players' cohesion. The results also highlight that some characteristics influence more significantly than others based on their correlation coefficients. The coach's ability to adopt leadership styles that align with the situation and the characteristics of team players—along with emotional harmony, self-esteem, self-confidence, decision-making ability, and responsibility—plays a crucial role in shaping the team's character. Traits such as creativity, ambition, and flexibility also contribute significantly.

Keywords: Personality; Leadership; Social Intelligence; Self-Esteem; Flexibility.

Introduction

The psychological phenomenon of sports team cohesion has garnered significant attention from researchers in sports psychology. This phenomenon is a true reflection of sports behavior during training and competitive situations. Researchers have sought to adapt the concept of cohesion for study in sports teams, recognizing that a sports team embodies all the structural characteristics of small groups. The relationships within a sports team extend beyond the field; the continuity of players in the team and the events they experience during training and competitions fosters the development of social relationships that impact their performance and results. Consequently, several studies have been conducted to identify social cohesion within sports teams by examining the strength and nature of the social interactions among team members, both on and off the field.

Experiences in training and competition indicate that two fundamental criteria must be considered when forming a team: (1) the kinetic criterion, also known as mission coherence, which encompasses changes in team composition and the determination of playing positions, and (2) the psychological criterion, which includes emotional and social dynamics resulting from player interactions both on and off the field. These interactions lead to emotional and social relationships among team members.

Team cohesion and intensity are reflected in players' feelings of belonging and loyalty to the team, commitment to achieving its goals, and readiness to bear their responsibilities. This is further demonstrated by the regularity of team members in training and their enthusiasm during competitions. These psychological and social factors help gauge the intensity and cohesion of the team, which generally expresses the morale of the team and its management. Sports coaches are critical in organizing their teams and fostering player interaction. Factors such as compliance, harmony, cohesion, and cooperation are essential in forming the team, building its cohesion, and directing technical and administrative procedures to achieve defined goals according to the values of the sports community and the broader society. This approach fosters the personal development of team members and their successful adaptation.

One of the most significant factors influencing team formation, preparation, and cohesion, as well as its level of sporting achievement, is technical leadership, primarily represented by the sports coach. The coach is pivotal in the psychological and pedagogical interaction process and is primarily responsible for technical outcomes. He or she oversees technical guidance, directs training programs, and evaluates progress. Additionally, the coach facilitates communication between team players and administrative leadership while cultivating a social and sporting climate that optimizes athletic performance.

The personality of the sports coach significantly influences team leadership. Studies indicate that most successful coaches possess strong personality traits alongside scientific competence. These traits include self-confidence, self-esteem, emotional stability, decision-making ability, and social and emotional harmony with players. Effective coaches also exhibit creativity and leadership by serving as role models in their behavior, which fosters alignment between thought and action. This alignment encourages team members to adhere to shared values and principles on and off the field. Observational data confirm that some coaches achieve superior results with teams with lower skill levels than those with more exceptional players. Furthermore, many sports club leaders seek coaches whose records may lack titles or awards but who are respected and accepted by players and administrators due to their strong personalities and effective leadership behaviors, which are essential for fostering team cohesion and creating a supportive psychological, social, and sporting atmosphere conducive to optimal athletic achievement.

1. Problematic

The cohesion of a sports team, defined by the connections between its members—physically and socially—is a significant topic within the psychology of small groups. Cohesion is vital for the dynamics of any group, particularly in sports teams, as it represents the fundamental phenomenon underlying the continuity of team membership and structural integrity, facilitating the achievement of team goals.

Team cohesion manifests itself in the players' sense of belonging and commitment to the team, motivating them to achieve common goals while being willing to shoulder the responsibilities assigned to them. This commitment is evident in the degree of regularity and integration of team members in training and competition, as well as in their social interactions and the bonds of camaraderie among them. These psychological and social implications encapsulate the nature and quality of team behavior during training and competitions and the overall team morale. The importance of cohesion lies in its capacity to maintain the team's longevity and preserve its identity, serving as a decisive factor in performance outcomes. Carron (1982) noted that the cohesion of a sports team can be divided into two essential dimensions: task cohesion and social cohesion. The former reflects how team members collaborate and coordinate their efforts toward common goals. At the same time, the latter pertains to the quality of relationships among team members and the degree of mutual affection and camaraderie.

Researchers in sports have recognized the critical nature of cohesion, emphasizing the structural characteristics of small groups and examining the positive effects of this phenomenon on team survival, strength, and performance.

Studying cohesion requires focusing on the factors that influence it, mainly psychological and social elements. Carron (1982) proposed a model identifying the primary factors affecting sports team cohesion, which includes mission characteristics, standards, orientations, and goal attainment capabilities. Leadership factors, characterized by the personal behaviors of team members, environmental or situational factors, leadership styles, and the distinctive attributes of leaders—such as experience, educational background, leadership skills, and personal traits—also significantly impact cohesion. Technical leadership, represented by the sports coach, is among the most influential elements of team leadership, as the coach is the focal point of the team members' interaction process and the primary individual responsible for training and competition guidance. The coach is also tasked with ensuring social and sporting climates that enable the achievement of common athletic objectives.

A sports coach must possess distinctive personal traits to perform technical tasks and effectively motivate players toward athletic success. These traits allow coaches to respond to player behaviors, guide them effectively, and leverage their diverse personal characteristics, cognitive abilities, physical skills, and technical proficiencies, thereby enhancing team effectiveness, organizational strength, and cohesion—often resulting in achieving desired athletic outcomes.

The reality of first-level sports teams across various activities in Algeria reveals significant disparities in the cohesion of sports clubs despite the availability of material and human resources for most teams. This discrepancy affects their ability to achieve substantial sports success and maintain high cohesion and organization. Moreover, it is observed that changes in technical staff can lead to alterations in team cohesion levels. Consequently, there has been a growing interest among sports team leaders in hiring coaches with influential personalities capable of positively affecting team cohesion and social relationships, in addition to their technical expertise. Recognizing that team cohesion is a critical determinant of performance outcomes. Some sports teams need help to maintain cooperation and unity among players during training and competitions, resulting in consecutive defeats even when composed of highly skilled athletes.

In contrast, other teams achieve commendable results with fewer exceptional players. There is also recognition among players and club presidents of the competencies and capabilities of some coaches despite the absence of notable achievements or results to their credit. Sometimes, teams are compelled to change coaches when they recognize that they fail to foster harmony and rapport among players, undermining the psychological climate and social relationships necessary for maintaining cohesion. This situation raises the question: Does the coach's personality impact team cohesion, or is there a relational connection between the distinctive personal characteristics of the sports coach and the cohesion of the team members he supervises?

2. Hypotheses

1. There is a significant correlation between the personal characteristics of the sports coach and the degree of cohesion within the team.
2. Statistically significant differences exist between teams with favorable and unfavorable performance outcomes, with the former demonstrating a stronger relationship regarding players' perceptions of the connection between the personal characteristics of the sports coach and team cohesion.
3. There are statistically significant differences between teams in the First National Division and those in the Second National Division, favoring the former regarding players' perceptions of the relationship between the personal

characteristics of the sports coach and team cohesion.

3. Research Objectives

- To identify the phenomenon of cohesion within sports teams.
- To determine the main factors affecting the cohesion of sports teams.
- To assess the positive effects of sports team cohesion and the repercussions of team disarray and lack of cohesion.
- To examine the relationship between the personality of the sports coach and the cohesion of the team he supervises as a leader.
- To elucidate the role of the sports coach in the process of building team cohesion.

4. Search Terms

A. Personality:

Personality is "the dynamic composition of the psychological and physical systems that characterize an individual, distinguish him from others, and determine his distinctive methods of adaptation to his environment." Eysenck defines personality as "the sum of physical, mental, temperamental, social, and moral characteristics that clearly distinguish an individual from others." Ahmed ZakiRajih further defines personality as "a complete system of relatively fixed physical and psychological traits that distinguish a particular individual and determine the distinctive methods of his adaptation to his physical and social environment." These definitions align with Burt's perspective, which posits that personality is "an integrated organization of fixed physical and mental motives and dispositions distinctive to the individual, determining his unique style of adaptation to the physical and social environments he interacts with."

- **Personality Traits:** Personality traits are the psychological qualities or dimensions that characterize an individual and can be measured. A trait is "a general and specific central nervous system predisposition that renders multiple stimuli functionally equivalent, issuing and directing adaptive and expressive behavior." Traits represent stable tendencies for an individual's predominant reactions, manifesting predictably. They are not temporary conditions but rather patterns exhibiting relative continuity. They are "fixed

characteristics of an individual that distinguish him from others in behavior and reactions to varying situations."

- **Sports Coach:**The sports coach trains and accompanies the team during friendly and official competitions. The coach undertakes the tasks of technical guidance and counseling, leading the team, and fostering the psychological and social conditions that enable the team to achieve its desired goals.

- **Sports Team:**A sports team consists of individuals who interact dynamically within a framework of specific standards to achieve a common sporting objective. Sports teams possess all the structural properties of small groups.

- **Team Cohesion:**Team cohesion is defined as "the feeling of belonging to the group, loyalty to it, adherence to its standards, and the readiness of members to work collaboratively to achieve a common goal. It encompasses morale, teamwork, and group appeal."

- **Social Cohesion:**Social cohesion is the sum of all psychological and social factors that attract players to the team and motivate them to resist leaving it.

- **Kinetic Cohesion:**Kinetic cohesion is "the sum of all the forces that direct team players' movement performance towards a unified tactical direction." It also refers to the common understanding among players of the movement requirements for each component of the team's performance and the specific demands of each position on the field during various playing situations.

B. Distinctive Personal Characteristics of the Sports Coach

After discussing the concept of "trait" and reviewing studies by psychologists in sports that underscore the significant role of personal traits in effective leadership, we identify a range of distinctive and influential characteristics of sports coaches based on prior research.

- **Emotional Stability:**The ability to control emotions is crucial for a sports coach, as it allows them to instill calm and stability in players. Effective communication of instructions, advice, and decisions in a composed manner is essential during emotionally charged situations and high-pressure scenarios. Coaches frequently encounter challenging situations that

necessitate emotional regulation. Traits such as quick anger, nervousness, and irritability can detrimentally impact a coach's effectiveness and negatively influence players. Emotions can be contagious; thus, a coach's fear, anxiety, or tension may adversely affect players. Rather than attempting to eliminate emotions, coaches should focus on managing and directing them constructively.

- **Emotional Harmony:**Emotional attunement refers to a coach's ability to recognize and understand players' emotions. It is essential to distinguish emotional attunement from empathy, which involves sharing players' feelings. Research indicates that emotional harmony is vital for coaches, enhancing their capacity to assist players. This understanding allows coaches to identify players' needs, tendencies, and motivations—not to manipulate them but to effectively inspire them to reach their full potential. A coach's effectiveness is further enhanced by their communication skills and genuine concern for players, fostering trust and appreciation. Successful relationships between coaches and players are built on mutual respect, affection, and trust, all of which are critical for effective coaching.

- **Decision-Making Ability:**A vital attribute of a successful sports coach is the ability to make decisions, particularly in dynamic situations requiring swift evaluation of alternatives. The coach must observe various sports scenarios quickly and judge them objectively, allowing for the timely identification of errors in performance. The emphasis should not be solely on the speed of decision-making but rather on ensuring timely and appropriate decisions.

- **Self-Confidence:**A confident sports coach, secure in their knowledge and abilities, cultivates respect among players, facilitating their acceptance of guidance. Self-confidence aids coaches in decision-making and allows them to consider players' opinions without undue sensitivity. A confident coach exhibits composure in unexpected situations and articulates their viewpoints to players. However, excessive self-confidence or arrogance can undermine positive relationships with players.

- **Taking Responsibility:**Some coaches may attribute failures to external factors

while claiming success for themselves. Regardless of the circumstances surrounding success or failure, coaches bear significant responsibility and must confront it with courage. An effective sports leader is always prepared to accept responsibility, especially in the face of failure, and strives to practice self-reflection before criticizing others. Taking responsibility requires willpower and the fortitude to address mistakes and make necessary corrections.

- **Flexibility:** Flexibility denotes the capacity to adapt to changing situations, particularly under challenging conditions and high psychological pressure. A flexible coach can achieve desired goals while responding appropriately to situational demands, employing various methods to meet objectives without adhering rigidly to one approach. A resilient coach approaches events realistically, avoiding idealistic or romanticized perspectives.
- **Ambition:** An effective sports coach is characterized by ambition and a desire to excel based on objective standards. They strive to motivate players through positive reinforcement to achieve their highest potential. Ambitious coaches exhibit perseverance and determination, continually seeking personal and professional development while remaining committed to their goals.
- **Creativity:** Creativity encompasses the ability to innovate and employ modern methods in sports leadership, training, and preparation. Introducing new and effective practices is essential for a sports coach. Routinization in training and development can hinder player skill enhancement, whereas a creative coach fosters improvement and growth.
- **Leadership:** A successful sports coach demonstrates strong leadership qualities, characterized by the ability to direct and influence player behavior. Effective coaches coordinate and organize collective efforts to maximize the development of players' abilities and skills. This includes motivating and rewarding players and providing constructive criticism and appropriate consequences for mistakes.
- **Social Intelligence:** Social intelligence is a critical psychological trait for sports coaches, significantly impacting their interactions with players. This trait involves establishing positive relationships, understanding verbal and non-verbal cues, and fostering open communication, which helps bridge psychological distances between the coach and players. Coaches must possess a respectable degree of social intelligence to navigate various situations effectively and create a conducive social and sporting environment.
- **Self-Esteem:** Self-esteem is crucial for a sports coach, serving as a foundation for other forms of success. A coach's self-esteem is shaped by their life experiences and responses to challenges. A coach who recognizes their role as a link between players and the administrative team is better equipped to handle the challenges of training, formation, and competition. Signs of low self-esteem can manifest as introversion, fear of failure, or excessive reliance on pleasing others to avoid criticism. Conversely, high self-esteem enhances self-confidence, enabling coaches to perform their duties effectively and manage internal and external pressures, positively influencing players' motivation and performance.
- **Tolerance for Psychological Pressures:** Psychological stress arises when individuals encounter situations that inhibit their ability to achieve their goals, leading to discomfort. According to Folkman and Lazarus, stress involves an individual's assessment of their environment as threatening, which challenges their adaptive capacity. In sports coaching, psychological stress can stem from the demands of training and competition. A successful coach must refrain from yielding to such pressures, as doing so could undermine their stability and effectiveness. The ability to withstand psychological pressure equips coaches to influence players positively, strengthen team dynamics, and enhance motivation.

5. Methodology of the Study

Given that our topic falls within the realm of psychological and social studies, the most appropriate approach for this research is the descriptive methodology. This approach is one of the most widely utilized research methods, particularly in educational, psychological, and social sciences, including sports. The descriptive survey method collects accurate scientific descriptions of the phenomena under investigation and describes and interprets the current situation. The descriptive survey method examines

phenomena as they exist in reality, emphasizing accurate representation. It encompasses both qualitative and quantitative expressions. Qualitative expression describes the phenomenon and clarifies its characteristics, while quantitative expression provides numerical descriptions that indicate the magnitude, prevalence, and relationships between various phenomena.

6. Exploratory Study

The following objectives were established to gain a comprehensive and accurate understanding of the practical aspects prior to commencing our field study:

- To evaluate the reliability and validity of the research tools, which include the Athletic Coach Personality Traits Scale and the Athletic Team Cohesion Scale.
- To identify potential field difficulties that may arise during the practical phase of the study.

- To determine the time required for each participant to complete the questionnaire.

7. Research Sample

7.1 Selection of the Research Sample

After identifying the research community, which comprises players and coaches from the first and second professional football leagues in the Algerian national championship (senior category), we employed a random selection method to determine the research sample. This approach was deemed appropriate to ensure representation of the research community.

The sample consisted of 180 players (12 players from each team) and 15 coaches representing 15 clubs. The distribution of players among the teams is illustrated in the table below:

Table 1: Distribution of Study Sample Players Among Teams Active in the First and Second Professional Football Leagues (Senior Category).

Club Number	Team Name	League	Number of Players
01	CR Belouizdad	Professional League One	12 players
02	M C Algiers	Professional League One	12 players
03	A S O Chlef	Professional League One	12 players
04	C S Constantine	Professional League One	12 players
05	MC ORAN	Professional League One	12 players
06	Union of Harrach	Second Professional League	12 players
07	USM Annaba	Second Professional League	12 players
08	Esperance Mostaganem	Professional League One	12 players
09	WA Mostaganem	Second Professional League	12 players
10	JS Kabylie	Professional League One	12 players
11	ES Sétif	Professional League One	12 players
12	GC Mascara	Second Professional League	12 players
13	JSM Tiaret	Second Professional League	12 players
14	MO Constantine	Second Professional League	12 players
15	RC Kouba	Second Professional League	12 players

8. Research Tools

8.1 Personality Traits Scale for Athletic Trainers

8.1.1 Scale Frame of Reference:

The Personality Traits Scale for sports coaches was developed by Muhammad Hassan Alawi in 1994, drawing upon the theory of leader traits. Since

personal traits are considered stable characteristics, many researchers in sports psychology have explored this theory since the 1960s, applying various personality assessments to identify distinguishing traits of successful sports coaches. The scale consists of 15 traits and their opposites, utilizing the semantic differential method. Coaches respond to the scale based on the degree to which these traits apply, using a seven-point Likert scale.

8.1.2 Application and Scoring of the Research Tool:

Before conducting the final field application of the research tool, which involves distributing the attitude scale to the sample participants (players and coaches from both professional leagues), we undertook the following critical stages:

8.1.3 Highlighting the Scientific Characteristics of the Research Tool:

To establish the scientific characteristics of the tool used in our research, we calculated the reliability and validity coefficients by applying it to 8 players from the total sample. The scale was administered once, employing the split-half method. The stability coefficients for the scale ranged from 0.88 to 0.92, while the self-reliability coefficient ranged from 0.93 to 0.95.

8.2 Sports Team Cohesion Scale

8.2.1 Scale Frame of Reference

In light of the concepts of group cohesion, particularly sports team cohesion, Muhammad Hassan Alawi designed the Sports Team Cohesion Scale in 1994. This measure consists of 12 questions, with each player from the selected sports team responding on a nine-point scale.

8.2.2 Application and Scoring of the Research Tool

Like the personality traits scale, the Sports Team Cohesion Scale was distributed to the sample participants. We followed the same primary stages and steps as outlined previously.

8.2.3 Highlighting the Scientific Characteristics of the Research Tool

To assess the scientific characteristics of this tool, we applied it to 8 players from the total sample using the split-half method. The stability coefficients for this scale ranged from 0.79 to 0.90, while the self-reliability coefficient ranged from 0.88 to 0.94.

9. Analysis of Results

To verify the validity of the hypotheses, we analyzed and discussed the results across the following axes:

1. Examination of the relationship between sports coaches' personality traits and team cohesion.
2. Analysis of differences between teams with good results and those with poor results concerning players' perceptions of the relationship between the personal characteristics of sports coaches and team cohesion.
3. Investigation of differences between first national and second national division teams regarding players' perceptions of the relationship between the coach's personal characteristics and team cohesion.

1. Analysis of Results for the First Hypothesis

The following table presents the correlation between personality traits and team cohesion:

Table 2: Ranking of Coaches' Traits According to Their Correlation Coefficients with Team Cohesion.

Number	Personality Traits	Sample Size	Correlation Coefficient	SignificanceLevel
01	Responsibility	180	0.78	Significant
02	Leadership	180	0.70	Significant
03	Decision-MakingAbility	180	0.68	Significant
04	Self-Esteem	180	0.57	Significant
05	EmotionalHarmony	180	0.52	Significant
06	Social Intelligence	180	0.52	Significant
07	Self-Confidence	180	0.51	Significant
08	Creativity	180	0.46	Significant
09	Ambition	180	0.43	Significant
10	Flexibility	180	0.38	Significant

| 11 | Tolerance of Psychological Pressure | 180 | 0.28 | Significant |
| 12 | EmotionalStability | 180 | 0.23 | Significant |

The table indicates that most traits are positively correlated with team cohesion.

2. Presentation and Analysis of the Results for the Second Hypothesis

The following table compares the mean scores between teams with good results and those with poor results regarding players' perceptions of the relationship between the personal characteristics of sports coaches and team cohesion:

Table 3: Differences Between Teams with Good Athletic Results and Teams with Poor Athletic Results Regarding Players' Perception of the Relationship Between the Personal Characteristics of Sports Coaches and Team Cohesion.

Number	Traits	Mean (Good Results)	Mean (Poor Results)	t-value	Degrees of Freedom	SignificanceLevel
01	EmotionalStability	4.03	3.52	2.89	178	Significant
02	EmotionalHarmony	4.64	3.88	3.71	178	Significant **
03	Decision-MakingAbility	5.63	4.48	2.38	178	Not Significant
04	Self-Confidence	4.29	5.30	6.34	178	Significant **
05	Responsibility	5.39	3.10	12.23	178	Significant **
06	Creativity	4.17	2.79	7.39	178	Significant **
07	Flexibility	4.48	3.68	4.42	178	Significant **
08	Ambition	5.83	5.08	4.50	178	Significant **
09	Leadership	5.05	3.37	8.69	178	Significant **
10	Social Intelligence	4.91	3.95	5.22	178	Significant **
11	Self-Esteem	5.51	4.82	4.01	178	Significant **
12	Tolerance of Psychological Pressure	4.16	3.52	4.06	178	Significant **
**	Team Cohesion	**60.04**	**44.55**	12.55	178	Significant **

The results confirm significant differences between teams with excellent and poor athletic outcomes, particularly in self-confidence, responsibility, and creativity. The trait of self-confidence showed no significant difference across teams, validating the hypothesis that there are indeed statistically significant differences between teams with good results and those with poor results regarding the relationship between the personal traits of sports coaches and team cohesion.

3. Presentation and Analysis of Results for the Third Hypothesis:

The following table shows the differences in perceptions between first-division teams and second-division teams regarding the personal characteristics of sports coaches and team cohesion:

Table 4: Differences Between First and Second Division Teams Regarding Players' Perceptions of the Relationship Between the Personal Characteristics of Sports Coaches and Team Cohesion.

Number	Traits	Mean (First Division)	Mean (Second Division)	t-value	Degrees of Freedom	SignificanceLevel
01	EmotionalStability	3.61	4.01	2.15	178	Significant
02	EmotionalHarmony	4.04	4.57	2.47	178	Significant **

03	Decision-MakingAbility	5.08	4.90	0.35	178	Not Significant
04	Self-Confidence	4.85	4.80	0.26	178	Not Significant
05	Responsibility	4.06	4.36	1.15	178	Significant
06	Creativity	3.35	3.57	1.97	178	Not Significant
07	Flexibility	3.82	4.46	3.36	178	Significant **
08	Ambition	5.51	5.28	1.26	178	Not Significant
09	Leadership	4.27	3.96	1.26	178	Not Significant
10	Social Intelligence	4.43	4.34	0.44	178	Not Significant
11	Self-Esteem	5.24	4.96	1.49	178	Not Significant
12	Tolerance of Psychological Pressure	3.68	4.06	2.21	178	Not Significant
**	Team Cohesion	**52.04**	**51.33**	0.40	178	Not Significant

After analyzing the third hypothesis, the results indicate significant differences in emotional stability, emotional harmony, and flexibility, favoring the second-division teams. This finding may be attributed to the general similarity in teams' performance levels across both divisions.

Discussion of Results

This study elucidates the relationship between the personal characteristics of sports coaches and team cohesion. It also explores the distinctions between teams with favorable sports outcomes and those with less favorable results, as well as differences between teams in the first national division and those in the second national division. This analysis is conducted from the players' perspective regarding the relationship between the personal characteristics of their coach and the cohesion of the team they represent. The researchers havearrivedat the followingfindings:

1. The personal characteristics of a sports coach significantly affect the cohesion of the team they supervise. The results indicate a correlation between the dimensions of the coach's personality and the measure of sports team cohesion. 1.1. Higher scores on the sports coach's traits correspond to greater team cohesion. 1.2. Lower scores on the attributes of the sports coach negatively impact the degree of team cohesion.
2. The traits that notably influence cohesion include responsibility, leadership, decision-making ability, self-esteem, emotional harmony, and social confidence. These traits significantly affect team cohesion compared to others, as indicated by the high correlation coefficients obtained from the results of the first hypothesis.this is confirmed by (Fawzi Mohammed, 2004), that there is a statistically significant correlation between coaches' leadership behaviour and team cohesion among sports team players.

3. The leadership style adopted by the sports coach has a pronounced effect on the team's cohesion. The coach's implementation of a harmonious leadership style, tailored to the nature of the situation and the characteristics of the players, enhances team morale and increases the degree of cohesion, positively influencing sports achievement,This was confirmed by the study (Boucabous Mohamed Amin, 2016) in the relationship between the coach's leadership style and the cohesion of the team

4. The coach's self-esteem fosters confidence among players, alongside their decision-making ability and willingness to accept responsibility. This, in turn, bolsters the players' confidence and respect for the coach, motivating them to follow his directives. Such dynamics facilitate the coach's efforts in leading the team and implementing training protocols while promoting a supportive psychological and social environment conducive to team building.(Al-Fatihwajedi, 2002) emphasized that most sports training experts indicate that the sports coach has special potential to distinguish between him and others in terms of self-confidence and responsibility, so coaches must show this because it has a positive impact on them and their players as well as to improve athletic performance.

5. The weak correlation coefficients for emotional stability (0.28) and psychological stress tolerance (0.25) indicate that these traits have a comparatively minor effect on team cohesion, as the players perceive.

6. The validation of the second hypothesis reveals statistically significant differences between teams with good results and those with poor results concerning players' perceptions of the relationship between the personal characteristics of the sports coach and team cohesion.

7. The third hypothesis was rejected due to the absence of statistically significant differences between first national division teams and second national division teams in favor of the first national division teams regarding players' perceptions of the relationship between personal traits and team cohesion.

8. Statistically significant differences were found between the first and second national division teams in favor of the second national division teams regarding players' views on the relationship between the personal characteristics of the sports coach and team cohesion, particularly concerning the following traits: A. Emotional stability: where the value reached T(2.15) at a significance level of (0.05) with 178 degrees of freedom. B. Emotional harmony: where the value reached T(2.47) at a significance level of (0.01) with 178 degrees of freedom. C. Flexibility: where the value reached T(3.36) at a significance level of (0.01) with 178 degrees of freedom.

This observation can be attributed to the specific nature of the first national division level, which is characterized by heightened excitement and psychological pressure compared to the second national division teams. Players are more likely to perceive their coach's ability to manage emotions and exhibit emotional harmony and flexibility in responding to varying circumstances.

Conclusion

The results demonstrate a correlation between the sports coach's characteristics and the team's cohesion. The coach's personality significantly influences the sports team's morale and its players' cohesion. The results also highlight that some characteristics influence more significantly than others based on their correlation coefficients. The coach's ability to adopt leadership styles that align with the situation and the characteristics of team players—along with emotional harmony, self-esteem, self-confidence, decision-making ability, and responsibility—plays a crucial role in shaping the team's character. Traits such as creativity, ambition, and flexibility also contribute significantly.

Furthermore, the findings confirm the existence of statistically significant differences between teams with favorable results and those with less favorable outcomes, with a bias toward the former regarding players' perceptions of the relationship between the coach's personal characteristics and team cohesion. The researcher attributes these differences to the higher competency levels of coaches in successful teams, who exhibit strong leadership and interpersonal skills, fostering social relationships that respect players' feelings, opinions, and attitudes while nurturing a collaborative environment to achieve established objectives.

The third hypothesis, which posited that statistically significant differences exist between first and second national division teams in favor of the first division, was rejected based on the obtained results. This discrepancy can be explained by the similarities in the competitive levels of the teams within the two divisions.

Within the scope of this study and its findings, the researcher recommends that sports coaches pay particular attention to team cohesion and recognize the degree to which their personality traits contribute. Furthermore, there should be a concerted effort to develop these traits, mainly focusing on the players central to the training process.

Finally, the following suggestions are presented within the scientific framework of this research:

1. Sports coaches should cultivate an understanding of their distinctive characteristics as leaders, mentors, educators, and trainers and evaluate and enhance these traits, acknowledging their impact on team cohesion.

2. Trainers must prioritize organizing sports teams around core values and standards, fostering homogeneity and cooperation among players while ensuring the provision of all necessary material, pedagogical, and human resources to

support and improve these aspects within the team.

3. Participation in training courses, particularly those related to sports psychology, should be emphasized for coaches, as these topics are integral to this study.
4. It is necessary to prioritize the relational and human aspects of the training process.
5. Coaches should adopt leadership methods that are appropriate to the context and tailored to the characteristics of the players.
6. Sports results should not be viewed as an end in themselves; instead, they should be pursued through a genuine commitment to the human elements of the team.
7. In addition to possessing scientific and practical competence, sports coaches should be well-versed in their players' psychological and social dynamics and master the skills needed to engage effectively with their sports environment.
8. Further descriptive, analytical, and experimental research on this topic and related areas is warranted.

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