Sports Injuries & Medicine
Kostopoulos P, et al. Sports Injr Med: 9: 206.
www.doi.org/10.29011/2576-9596.100206
www.gavinpublishers.com

Research Article

OPEN ACCESS
GAVIN PUBLISHERS

The Relationship Between Personality Traits and Self-Efficacy Among Tennis Coaches: A Quantitative Study

Kostopoulos P[1,2*], Gdonteli K[1,2], Pantazi D[1], Kostopoulos N[2], Agrotou S[2], Perrea A[1], Kipreos G[1]

[1]Department of Sports Organization and Management, University of Peloponnese, Sparta, Greece.

[2]Department of Physical Education and Sports Science, National and Kapodistrian University of Athens, Greece.

***Corresponding author:** Kostopoulos P, Department of Sports Organization and Management, University of Peloponnese, Department of Physical Education and Sports Science, National and Kapodistrian University of Athens, Greece.

Citation: Kostopoulos P, Gdonteli K, Pantazi D, Kostopoulos N, Agrotou S (2025) The Relationship Between Personality Traits and Self-Efficacy Among Tennis Coaches: A Quantitative Study. Sports Injr Med 9: 206. DOI: 10.29011/2576-9596.100206

Received Date: 03 March 2025; **Accepted Date:** 12 March 2025; **Published Date:** 15 March 2025

Abstract

This study investigates the relationship between personality traits and self-efficacy among tennis coaches, focusing on how these factors influence coaching effectiveness and athlete development. A quantitative research approach was employed, utilizing questionnaires distributed to 242 tennis coaches in Greece. The findings reveal significant correlations between specific personality traits, such as conscientiousness, extraversion, and emotional stability, and higher levels of self-efficacy. Coaches who effectively manage stress, exhibit organizational skills, and maintain emotional well-being are more likely to be successful in their roles. Additionally, demographic factors such as age, gender, education, and work environment were found to influence both personality traits and self-efficacy. The study underscores the importance of emotional well-being, social support, and continuous education in enhancing the professional effectiveness of tennis coaches. These insights can inform coaching education programs and improve coaching practices, ultimately benefiting athlete development.

Keywords: Tennis Coaches; Personality Traits; Self-Efficacy; Coaching Effectiveness; Athlete Development

Introduction

Coaching in sports extends far beyond the technical and tactical aspects of the game; it requires a deep understanding of motivation, leadership, and psychology. In tennis, a coach's ability to inspire, guide, and support athletes plays a crucial role in their overall development and success. While technical knowledge and experience are essential, research has increasingly emphasized the importance of personality traits and self-efficacy in determining a coach's effectiveness. Understanding how these psychological factors interact can provide valuable insights into enhancing coaching strategies, improving athlete performance, and designing more effective coaching education programs. Personality traits have been widely studied in sports psychology, with frameworks like the Big Five Personality Model providing a structured approach to evaluating coaches' characteristics [1]. Traits such as conscientiousness, extraversion, agreeableness, openness, and neuroticism have been linked to various aspects of coaching behavior, including decision-making, leadership, communication, and emotional regulation [2]. Coaches high in conscientiousness tend to be well-organized, disciplined, and goal-oriented, while extraverted coaches are often energetic, sociable, and strong communicators. In contrast, high levels of neuroticism (low emotional stability) can negatively impact a coach's ability to manage stress, handle challenges, and maintain a positive environment for their athletes.

Self-efficacy, a concept introduced by [3], refers to an individual's belief in their ability to successfully perform specific tasks. In the context of coaching, self-efficacy influences how coaches set

goals, handle adversity, and engage with their athletes. Coaches with high self-efficacy are more likely to persist in difficult situations, remain confident in their abilities, and effectively adapt their strategies to suit different training and competition settings. Research suggests that coaches with strong self-efficacy not only perform better themselves but also instill greater confidence in their athletes, leading to improved overall team performance [4]. Despite the growing recognition of personality and self-efficacy in sports coaching, limited research has examined how these factors interact specifically within the field of tennis coaching. Tennis is a highly individualistic sport that requires strong mental resilience, strategic thinking, and continuous self-improvement, making the coach's psychological attributes even more influential. Additionally, demographic factors such as age, gender, education level, and coaching experience may further shape the relationship between personality and self-efficacy, yet these aspects remain underexplored in existing literature.

Purpose of the Study

This study aims to investigate the relationship between personality traits and self-efficacy among tennis coaches, identifying which traits contribute most to a coach's confidence and effectiveness. By analyzing how demographic factors influence these variables, this research seeks to offer practical recommendations for coaching education programs, mentorship initiatives, and professional development strategies. Understanding these relationships can help enhance coaching effectiveness, promote positive athlete development, and improve the overall quality of tennis coaching practices.

Methods

Participants

The study involved 242 tennis coaches (123 males and 119 females) aged between 20 and 55 years, working in various settings such as sports clubs, schools, and local government sports programs in Greece. The sample was selected using stratified sampling to ensure representation across different regions.

Measures

Two primary instruments were used to collect data:

1. NEO-PI-3 (NEO Personality Inventory 3): This questionnaire assessed the personality traits of the coaches, focusing on the Big Five dimensions: openness, conscientiousness, extraversion, agreeableness, and neuroticism [1].

2. Teachers' Sense of Efficacy Scale (TSES): Adapted for coaches, this scale measured self-efficacy in three domains: instructional strategies, classroom management, and student engagement [4].

Procedure

The research was conducted between November 2022 and April 2023. Questionnaires were distributed both online and in person, and participants were informed about the study's objectives and the confidentiality of their responses. Data were analyzed using SPSS 23, with descriptive statistics and correlation analyses performed to examine the relationships between personality traits and self-efficacy.

Results

Descriptive Statistics

The demographic analysis revealed that the majority of participants were over 50 years old (54.1%), held a bachelor's degree (68.6%), and had 0-4 years of coaching experience (65.3%). Most coaches reported good computer skills (51.7%) and proficiency in English (68.6%) (Figures 1-3).

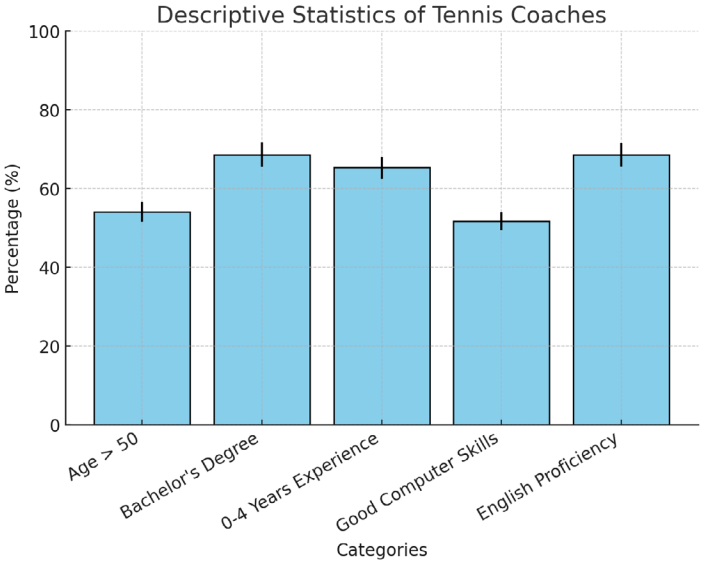

Figure 1: The percentage distribution of key demographic characteristics among tennis coaches, with error bars indicating the standard error for each category.

Personality Traits and Self-Efficacy

The results indicated that coaches with higher levels of conscientiousness and extraversion tended to have higher self-efficacy. Specifically, conscientiousness was associated with better organizational skills and goal-setting abilities, while extraversion was linked to effective communication and motivation of athletes. Emotional stability (low neuroticism) was also positively correlated with self-efficacy, as coaches who managed stress well were more likely to maintain a positive coaching environment.

Demographic Influences

Gender differences were observed, with female coaches reporting higher levels of worry and daydreaming, while male coaches were more practical and logical. Older coaches were found to be more independent but less sociable, whereas younger coaches reported higher levels of shyness. Education and computer skills were positively associated with self-confidence and social skills, further enhancing coaching effectiveness.

Graphical Representation

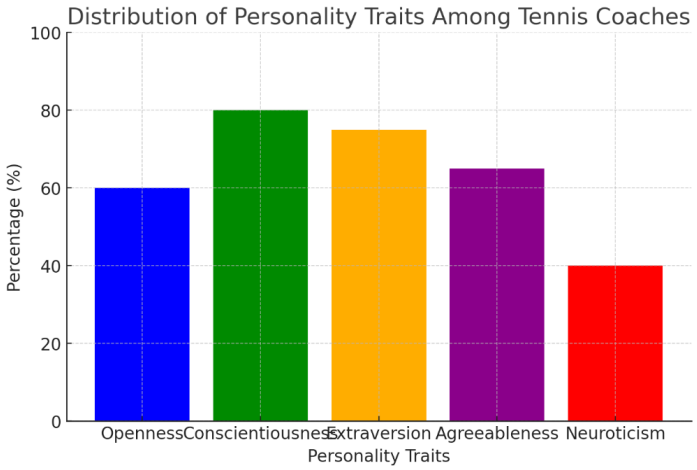

Figure 2: The distribution of personality traits among tennis coaches, showing higher levels of conscientiousness and extraversion among those with higher self-efficacy.

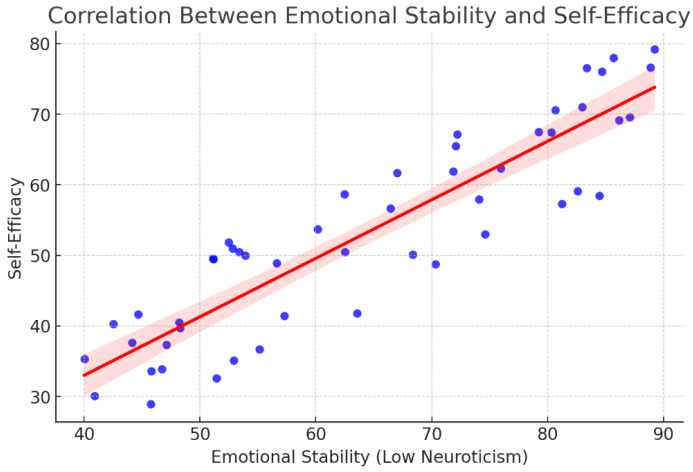

Figure 3: A positive correlation between emotional stability (low neuroticism) and self-efficacy among tennis coaches.

Discussion

The findings of this study highlight the significant role that personality traits play in shaping the self-efficacy of tennis coaches. The results indicate that coaches with higher levels of conscientiousness, extraversion, and emotional stability exhibit greater self-efficacy, enabling them to manage stress effectively, communicate better with athletes, and maintain a structured coaching approach. These findings align with previous research suggesting that personality traits are critical determinants of coaching success [2-14]. Conscientiousness, in particular, was associated with better organizational skills, goal-setting abilities, and discipline, all of which contribute to an effective coaching environment. Extraverted coaches demonstrated higher levels of motivation, enthusiasm, and leadership, which positively influenced their interactions with athletes. Emotional stability, or low neuroticism, was also positively correlated with self-efficacy, suggesting that coaches who effectively manage stress and remain composed in challenging situations create a more supportive and confidence-boosting atmosphere for their players.

Demographic Influences on Personality and Self-Efficacy

The study also revealed important demographic trends that influence personality traits and self-efficacy. Older coaches were found to be more independent but less sociable, possibly due to their extensive experience and established coaching methods. In contrast, younger coaches reported higher levels of shyness, indicating a need for additional training in communication and leadership skills. These findings suggest that coaching education programs should tailor their content to address specific developmental needs based on age and experience. Gender differences were also observed, with female coaches reporting higher levels of worry and daydreaming, while male coaches were more practical and logical in their approach. This distinction highlights the importance of emotional well-being and stress management training in coaching development programs, particularly for female coaches who may experience higher levels of anxiety or self-doubt. Education and computer skills also played a role in shaping self-efficacy. Coaches with higher education levels exhibited greater confidence, better problem-solving abilities, and enhanced interpersonal skills. Similarly, proficiency in technology (e.g., using video analysis, performance tracking software, and communication tools) was associated with higher self-efficacy, emphasizing the growing importance of digital literacy in modern coaching practices.

Implications for Coaching Education

The results of this study underscore the need for targeted interventions in coaching education programs. By incorporating training on emotional intelligence, stress management, and interpersonal skills, these programs can help coaches develop greater self-efficacy and enhance their coaching effectiveness. Additionally, mentorship programs pairing younger coaches with experienced mentors could help bridge the communication and confidence gaps observed in younger professionals. Furthermore, given the positive correlation between conscientiousness and

self-efficacy, coaching certification programs should emphasize structured planning, organizational skills, and goal-setting strategies. Extraversion-related skills, such as public speaking, motivation techniques, and team-building exercises, could also be integrated into training modules to improve coach-athlete interactions.

Limitations and Future Research

While this study provides valuable insights into the relationship between personality traits and self-efficacy among tennis coaches, there are some limitations. The sample consisted solely of Greek tennis coaches, which may limit the generalizability of the findings to other cultural or sporting contexts. Future research should explore cross-cultural comparisons to determine whether these personality trends hold across different coaching environments. Additionally, this study relied on self-reported data, which may be subject to bias. Future research could incorporate longitudinal studies to track how personality traits and self-efficacy evolve over time and how these changes impact coaching effectiveness. Further, experimental studies that implement specific personality development interventions and measure their effects on coaching self-efficacy would provide stronger evidence for the effectiveness of such programs.

Conclusion

Overall, this study demonstrates the strong connection between personality traits and self-efficacy in tennis coaches, reinforcing the idea that effective coaching goes beyond technical skills and requires a well-developed psychological framework. By understanding the traits that contribute to coaching success, education programs and sports organizations can implement strategies to support coaches in their professional growth, ultimately leading to better athlete development and enhanced coaching outcomes.

References

1. McCrae RR, Costa PT (2010) NEO Personality Inventory-3 (NEO-PI-3). Psychological Assessment Resources.
2. Allen MS, Greenlees I, Jones M (2013) Personality in sport: A comprehensive review. International Review of Sport and Exercise Psychology 6: 184-208.
3. Bandura A (1986) Social foundations of thought and action: A social cognitive theory. Prentice-Hall.
4. Tschannen-Moran M, Woolfolk Hoy A (2001) Teacher efficacy: Capturing an elusive construct. Teaching and Teacher Education 17: 783-805.
5. Keatlholetswe L , Malete L (2019) Coaching efficacy, player perceptions of coaches' leadership styles, and team performance in premier league soccer. Res Q Exerc Sport 90: 71–79.
6. Thrower SN, Spray CM, Harwood CG (2023) Evaluating the "Optimal Competition Parenting Workshop" Using the RE-AIM Framework: A 4-Year Organizational-Level Intervention in British Junior Tennis. J Sport Exerc Psychol 45: 1-14.
7. Boardley ID, Kavussanu M (2009) The influence of social variables and moral disengagement on prosocial and antisocial behaviours in field hockey and netball. J Sports Sci 27: 843-854.
8. Feltz DL, Lirgg CD (2001) Self-efficacy beliefs of athletes, teams, and coaches. In R. N. Singer HA, Hausenblas CM, Janelle (Eds.), Handbook of Sport Psychology (2nd ed., pp. 340–361) Wiley.
9. Feltz DL, Hepler TJ, Roman N, Paiement CA (2009) Coaching efficacy and volunteer youth sport coaches. The Sport Psychologist 23: 24-41.
10. Myers ND, Vargas-Tonsing TM, Feltz DL (2005) Coaching efficacy in intercollegiate coaches: Sources, coaching behavior, and team variables. Psychology of Sport and Exercise 6: 129-143.
11. Vargas-Tonsing TM, Myers ND, Feltz DL (2004) Coaches' and athletes' perceptions of efficacy-enhancing techniques. The Sport Psychologist 18: 397-414.
12. Jackson B, Knapp P, Beauchamp MR (2009) The coach-athlete relationship: A tripartite efficacy perspective. The Sport Psychologist 23: 203-232.
13. Sullivan PJ, Kent A (2003) Coaching efficacy as a predictor of leadership style in intercollegiate athletics. Journal of Applied Sport Psychology 15: 1-11.
14. Malete L, Feltz DL (2000) The effect of a coaching education program on coaching efficacy. The Sport Psychologist 14: 410-417.