

## THE IMPACT OF EXTROVERTED AND INTROVERTED COACHES ON THE EMOTIONAL PROCESSING OF TEENAGE BASKETBALL PLAYERS

### Abstract

The aim of the present research was the influence of the coach's personality type on the emotional processing of teenagers aged 16 to 18 in selected sports clubs in Tehran. For this purpose, in comparative causal work, 31 adolescent boys were selected by available sampling method and among the volunteers according to the research and entry conditions; After completing the ten-week training course under the supervision of two instructors with ESFJ and ISTJ personality types, which were two different personality types, one was extroverted and very sociable and social, at the same time systematic and committed to work and interested in teaching, and the other was an introverted person with a dry spirit and quiet but legal, at the same time systematic and committed to working too. Then, at the end of ten weeks of observational learning of basketball, the participants after completing the last session, answered the given emotional processing questionnaire, bearing in mind that these questions have no positive or negative score, and requires their complete honesty in answering. Finally, based on the results obtained, the ESFJ personality type of the coach had a positive effect on the processing of emotions ( $p=0.05$ ). In this regard, it can be concluded that instructors who make the educational environment dynamic, fun, and collaborative and at the same time have an educational system and teaching goal and include an interactive atmosphere with their students during education.

**Keywords:** *Trainer, Training Instructor, Personality Type, Emotion Processing*

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### Introduction

Since personality is the main topic of discussion in areas like memorization, inspiration, impression, reasoning, emotional reactions, intellectual ability, and other aspects that are assumed to be ingredients of personality, character can be assumed of as the container that contains all psychological behaviors and processes. Kretchmer and Sheldon presented and proposed theories in the area of the relationship between physical dimensions and personality, and Jung convinced that personality is greatly influenced by the mutual influence of contradicting inner inclinations. He paid attention to variables like boldness and detached behavior patterns, introverts and assertiveness, and the conflict between experience and collective unconscious theories (Bartoskova et al., 2018).

Eysenck has shown that personality forms and learning styles are related (Furnham, 2022). Peruniak and Welch have stated that Kolb's learning styles and Holland's personality patterns are very similar, Kolb's research path it's only about learning styles instead of personality patterns, and in his opinion, Kolb's goal is to create a link between the structure of learning styles and it is a form of employment (Browning, 2018). Innes and colleagues (Stepanova et al., 2020) and Zhang (Xie et al., 2020) also consider job choice to be a reflection of people's personalities and state that Holland's theory emerged based on the interaction between the person and the environment.

There are different types of learning styles that can generally be classified into three categories: cognitive, emotional, and

physiological (Seif, 2019). "Cognitive style" is a process through which a person receives information from the environment and interprets it in his own way and uses it again in his own way when it's time for responding.

Even if a model isn't actively trying to encourage a specific behavior, learners often watch, remember, and copy the acts that models perform. As a result, learners' model and demonstrate what they witness. For instance, through inappropriate modeling, a child might pick up using foul language, hitting, smoking, and other inappropriate behaviors. According to Bandura, kids consistently pick up positive and negative habits through observation and imitation. According to observational learning, a person's surroundings, intellect, and behavior all work together to determine how they operate and represent the world (Gindi et al.; 2022; Schunk et al., 2020). According to Rachman, emotional events that are not fully integrated or digested manifest as immediate symptoms (e.g., the return of fear, obsessions, and unpleasant intrusive thoughts). Additionally, he asserted that the long-term and tight repression of unpleasant emotional experiences or excessive avoidance of them impairs their integration and resolution. According to (Lauriola et al., 2021), additional source, some of the post-traumatic stress disorder (PTSD) symptoms can be attributed to an inability to process emotions. Despite the fact that the idea of emotion processing seems to be rational and therapeutically relevant, research has been limited by the absence of reliable psychometric assessment

instruments that take into account different components of emotion processing. There have been tests that assess aspects of emotion processing, such as emotional intelligence and psychological awareness, from a variety of fields, including business and psychoanalysis (Cogburn et al., 2021). Some metrics, including regulation, consciousness, perseverance, eloquence, modulation, and frameworks, are used to assess aspects of emotion processing or deficiencies in emotion processing (Eslinger et al., 2021; Robinson, 2021, Bhuvaneswari et al., 2020). According to some ideas, emotions are complicated states that result in bodily and mental shifts that eventually influence our behavior (Trigueros et al., 2020). Although it appears that this only applies to some emotions, the physiology of emotions is strongly tied to the activation of the nervous system by various states as well as the advantages and disadvantages of emotions. Behavior tendencies and emotions are related to one another. In contrast to introverts, who are more inclined to be socially reserved and keep their emotions to themselves, extroverts are so much more prone to be outgoing and communicate their sentiments. Motivation is frequently fueled by emotions, which can take either a good or negative shape (Manning et al., 2022). Other theories contend that emotions are merely syndromes of components, none of which are actually emotions. These components could include inspiration, detecting, behavior, and physiological adaptations. These elements are produced by emotion (Barrett et al., 2019).

Teaching and learning theories emphasize the important role of teachers and trainers in supporting the progress of their students, not only in the field of learning but also beyond. For instance, Pianta and Hamre's (2009) definition of high-quality teaching includes a list of organizational and emotional support strategies that are crucial for instructors to learn. They think that instructors can assist students' goals, drive to learn, and readiness to take chances by giving them "emotional support and a predictable, consistent, and safe atmosphere" (p. 113). Two study techniques have been popular recently to test this notion using actual data. The first approach emphasizes formative assessments as a way to pinpoint distinctive educational areas (Perera et al., 2020; Valiente et al., 2020). Many of these initiatives, such as teacher-student engagement, classroom management, and a concentration on critical reasoning in certain content matters, are meant to help pupils beyond their academic and practical abilities. A secondary study strategy has centered on calculating the "instructor impacts," which is the term for the contribution that instructors make to student outcomes (Sims et al., 2021; Hanushek, 2020). This research demonstrates that, like test results, coaches' and instructors' capacities to affect kids' social and emotional growth and a range of noted school behaviors vary (Sabbagh, 2019; Hamlin, 2021; Madjar et al., 2021; Egalite et al., 2018).

Additionally, it is demonstrated by the weak and moderate correlation coefficient amongst instructor impacts on various academic achievement that test results by themselves do not accurately reflect a teacher's total level of expertise in the classroom. The current research is explained to investigate, determine and control the effect of psychological and social functions on the processing of emotions presented by the observed model; So that, in addition to gaining more control over the way of learning, which includes the learning environment, the learner, and the teacher, we can find a way to increase and improve learning in line with educational needs.

## Methods

The current study was of a comparative causal type because in this way it is possible to find the possible causes of the behavior patterns considered in the current study. Usually, this type of research is used in situations where it is not possible to control all relevant variables in the study.

The statistical population of the current research consists of volunteers aged 16 to 18 in basketball training classes of selected clubs in Tehran, and the statistical sample of the research was selected using the available method. The sample selection method was selected by available sampling; Among them, 31 people were selected as available samples.

Before any action, the participants filled out the consent form prepared by the researcher and declared their consent to participate in the research. The present research was conducted on the volunteers of basketball training classes of selected clubs in Tehran. The samples were divided into two groups based on available sampling: 1. A group was trained by a coach who was determined to have an ESFG personality type through the Myers-Briggs scale. 2. A group was trained by a coach who was determined to have an ISTG personality type through the Myers-Briggs scale, And the participants received basketball training for ten weeks.

The data in this study were analyzed using statistical techniques that were both descriptive and inferential. Data were summarized and categorized using descriptive statistics, such as mean and standard deviation. In inferential statistics, an analysis of variance test was used for the trainer's personality type and detailed evaluation of observational learning and emotion processing functions. Data analysis was done with SPSS version 20 statistical software and the significance level for all variables was considered as  $p \leq 0.05$ .

## Results

Considering that the comparison of the averages of two groups is considered, an analysis of variance was used (Table1).

Table 1: Multivariate tests results

trace		value	F	Hypothesis degree of freedom	Error degree of freedom	significance
Group	Pillai's	.339	2.569	5.000	25.000	.005
	Wilks Lambda	.661	2.569	5.000	25.000	.005
	Hotelling's trace	.514	2.569	5.000	25.000	.005
	Roy's largest root	.514	2.569	5.000	25.000	.005

Regarding the effect of the group, it can be seen that the F values of the group (Table1), in all four tests are significant at an error level of less than 0.05, so it can be said that there is a significant difference between the influence of the ESFJ personality type and the ISTJ personality type of the coach on

at least one of the emotional processing components of basketball players.

Table 2: Multivariate analysis of variance

source	Dependent variable	Sum of squares	df	Mean of squares	F	Significance level	Eta squared
Group	Suppression	67.742	1	67.742	4.554	.041	.136
	Uncontrollable emotions	4.566	1	4.566	.210	.650	.007
	Uncharacteristic emotional experiences	1.092	1	1.092	.055	.816	.002
	Effects of unprocessed emotions	40.348	1	40.348	3.186	.085	.099
	Avoid	120.001	1	120.001	10.230	.033	.261

As can be seen (Table2), according to significance levels less than 0.05, emotional processing, suppression, and avoidance are significantly different in ESFJ and ISTJ group basketball players. The significance level of suppression is 0.41 and the significance level of avoidance is 0.033, which is smaller than 0.05. Also, the significance levels of unregulated emotions, impersonal emotional experiences, and the effects of unprocessed emotions are greater than 0.05, so they are not significant. We also draw the conclusion that basketball players in the ISTJ class exhibit higher levels of emotional processing, repression, and avoidance when taking averages into account. The average suppression in the ESFJ and ISTJ groups is 12.62 and 15.61, respectively. The average avoidance in the ESFJ group is 14.85 and in the ISTJ group is 18.83. Eta squared values show that being in the ESFJ group and ISTJ group explains 13.6% of suppression changes and 26.1% of avoidance changes. In sum, emotion processing, suppression, and avoidance are influenced by the personality type of the coach and reject the null hypothesis that there is no significant difference between the influence of the ESFJ personality type

and the ISTJ personality type of the coach on the emotion processing of basketball players.

**Discussion**

Using the Kolmogorov-Smirnov test, the claim of the normality of the distribution of the variables was checked. This research is of a comparative causal type and according to the results of the above test, since the significance level of the variables and also its components is more than 0.05, the claim of the normal distribution of the variables is accepted. For this reason, Eta squared values show that being in the ESFJ group and ISTJ group explains 17.3% of skill changes and 13.3% of performance changes. It was also observed that according to significance levels less than 0.05, emotion processing, suppression, and avoidance are significantly different in ESFJ and ISTJ group basketball players. Meanwhile, considering the averages, we conclude that emotion processing, suppression, and avoidance are more in basketball players in the ISTJ group. Eta squared values show that being in the ESFJ group and ISTJ group explains 13.6% of suppression changes and 26.1% of avoidance changes.

## Conclusion

According to the statistical results obtained from the current research, it can be concluded that the personality of the coach affects the processing of the emotions of the athletes because the results obtained considering that the processing of the emotions of the athletes under the training of the coach with the ESFJ personality type has a higher level of significance than with the teacher. He was who has an ISTJ personality type. In his research, Jurczak pointed out that the teacher's personality is an important element in the child's educational process, and that a teacher must not only have the framework needed to transfer knowledge and be qualified in terms of the amount of knowledge and teaching ability (Bubnys, 2019), but also must be able to communicate with the student too. In this way, the coach or teacher may experience the fulfillment of the relevant profession, take pleasure in his growth in many areas, and also build appropriate communication with parents and legal guardians, which is a specific circumstance connected to the coach or teacher's personality. When a teacher is emotionally invested in their pupils, it encourages good attitudes and the demand for cognitive activity in them. It also inspires creativity and relaxation in youngsters and adolescents and comparable feelings in their parents. According to Kravinsky's (2006) research, who defines communication as the expressing of ideas and opinions in a way that is clear and understandable, the effectiveness of interpersonal connections is significantly influenced by a teacher's significant personality traits. The nature of the teacher's effectiveness is a way to communicate with students, so communication has different functions and is the most important action to create appropriate relationships in the educational environment, and also in Żegnałek's research, which was conducted in the teacher's personality (Dankowska-Kosman et al., 2018), The objective is to identify the key qualities that students believe make up the perfect instructor. This experiment was carried out using a system for detection, in which 596 students from various schools (primary and senior high school) and surroundings (rural, smaller cities, and large cities) participated in a survey. The goal was to determine whether students viewed teachers' personalities more favorably than the efficient execution of their professional performance. For them, it is more important the teacher is social, tolerant, and reliable than the academic level and teaching ability of the teacher.

Also, in terms of the influence of the coach's personality on the student's behavior and emotions, the current research is in line with our hypothesis, that is, the influence of the coach's personality type on the athlete's emotion processing, and confirms the explained research hypothesis.

## Conflicts of Interest Statement

### financial conflicts of interest include:

- Employment or voluntary involvement

- Collaborations with research groups related to the content of the manuscript
- Grants to the authors

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