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# An Analysis of Personal Effectiveness Among Multi Level Indian Football Coaches

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**Abstract:** *The psychological and behavioural capabilities of football coaches may vary according to the level of professional preparation and certification through which they progress. The present investigation examined personal effectiveness among Indian football coaches holding AFC 'B', AIFF 'C', and AIFF 'D' coaching qualifications. A comparative cross-sectional approach was adopted involving 135 coaches, with 45 participants representing each qualification category. Personal effectiveness was examined both as an overall construct and through eleven constituent dimensions: patience, assertiveness, acceptability, pragmatism, agility, accomplishment, optimism, confidence, augmentative orientation, perseverance, and modesty. Normality of the overall scores was examined using the Shapiro–Wilk test, while differences among the three groups were evaluated through one-way analysis of variance followed by Bonferroni-adjusted pairwise comparisons. Personal effectiveness scores satisfied the assumption of normality in all three groups. A statistically significant difference was observed among qualification levels,  $F(2, 132) = 36.367$ ,  $p < .001$ , with AFC 'B' coaches obtaining the highest overall mean score ( $M = 159.49$ ,  $SD = 9.29$ ), followed by AIFF 'C' coaches ( $M = 148.69$ ,  $SD = 9.16$ ) and AIFF 'D' coaches ( $M = 143.67$ ,  $SD = 8.52$ ). The corresponding eta-squared value was approximately .355, indicating that qualification-group membership accounted for a substantial proportion of variance in overall personal effectiveness. Significant group differences were also evident across all eleven dimensions. The findings suggest that coach qualification level is associated with distinct profiles of personal effectiveness, although the cross-sectional design does not establish that certification itself produces these differences. The results highlight the relevance of psychological and interpersonal development within football coach education.*

**Keywords:** *Personal effectiveness, football coaches, coach education, coaching qualification, AFC licence, AIFF, psychological characteristics.*

## I. INTRODUCTION

Contemporary football coaching requires considerably more than technical knowledge of tactics, conditioning, and skill development. Coaching effectiveness involves the integration of professional knowledge, interpersonal competence, and intrapersonal capacities that allow coaches to respond appropriately to athletes and changing performance environments (Côté & Gilbert, 2009). Coaches frequently work under competitive pressure while simultaneously managing athlete development, communication, interpersonal relationships, decision-making demands, and continuous performance evaluation. Consequently, their effectiveness is influenced not only by sport-specific expertise but also by personal and behavioural qualities that support productive interactions with athletes and other stakeholders.

Research on coaching effectiveness increasingly conceptualizes coaching as a multidimensional process rather than as the possession of technical expertise alone (Côté & Gilbert, 2009; Feltz et al., 1999). The coaching-efficacy framework developed by Feltz et al. (1999), for example, defines coaching efficacy in terms of coaches' beliefs regarding their capacity to influence athletes' motivation, game strategy, technical development, and character building. Coaching efficacy has subsequently been associated with coaches' leadership behaviour and the wider environment in which coaching takes place (Sullivan et al., 2012). Psychological attributes are also relevant to coaching behaviour; research in football has demonstrated relationships among coaches' emotional intelligence, efficacy beliefs, and behavioural responses during competition (Teques et al., 2019). These findings reinforce the view that effective coaching incorporates psychological and interpersonal capabilities alongside technical competence.

Formal coach education represents an important setting in which professional knowledge and coaching capabilities may be developed. However, coaches acquire expertise through a combination of formal education, practical experience, observation, interaction with other coaches, and continuing professional learning (Cushion et al., 2003; Nelson et al., 2006). Coach-development research has therefore emphasized that learning to coach extends beyond completion of certification courses and develops through continued engagement with practical coaching situations (Cushion et al., 2003).

Nevertheless, evidence suggests that structured coach education can contribute positively to coaches' perceptions of their own coaching capabilities. Malete and Feltz (2000), for instance, reported improvements in perceived coaching efficacy following participation in a coach-education programme. Similarly, Sullivan et al. (2012) found that the level of coach education was related to coaching efficacy and that efficacy was subsequently associated with perceived leadership behaviours. These findings provide a basis for considering coaching qualification as a potentially meaningful factor when investigating coaches' personal and professional characteristics.

Within Indian football, coaches progress through structured levels of coaching qualification administered within the AIFF/AFC coach-development system. As coaches move into progressively advanced coaching environments, the nature of their responsibilities, athlete-management demands, and decision-making situations may also become more complex. At the same time, professional competence in coaching involves several areas of knowledge and behaviour, and coaches may perceive different developmental needs depending on their experience and professional context (Santos et al., 2010). Despite the importance of these attributes, comparatively limited empirical attention has been given to whether Indian football coaches holding different qualification levels also differ in their broader personal-effectiveness characteristics.

Personal effectiveness is particularly relevant to coaching because coaches regularly encounter circumstances requiring patience, appropriate assertiveness, pragmatic decision making, adaptability, confidence, perseverance, optimism, and constructive interpersonal behaviour. Such attributes may influence how coaches communicate, respond to difficulties, manage competitive demands, and maintain productive relationships within the sporting environment. This broader perspective is consistent with conceptualizations of effective coaching that emphasize the interaction of professional, interpersonal, and intrapersonal knowledge rather than viewing coaching competence solely through technical expertise (Côté & Gilbert, 2009).

The present study therefore examines personal effectiveness among AFC 'B', AIFF 'C', and AIFF 'D' football coaches in India. In addition to comparing overall personal-effectiveness scores, the investigation considers individual dimensions of the construct. Examining these dimensions separately makes it possible to establish whether higher qualification groups consistently demonstrate greater scores across personal characteristics or whether coaches at different levels possess distinctive patterns of strengths.

It is important, however, that differences associated with coaching qualification are not interpreted automatically as effects produced by coach education. Coaching expertise develops through multiple formal, non-formal, and informal learning experiences (Cushion et al., 2003; Nelson et al., 2006). Coaches holding advanced qualifications may therefore differ from coaches at introductory levels in coaching experience, age, playing background, competitive exposure, employment environment, previous learning opportunities, and other characteristics. Accordingly, the present investigation treats qualification level as a grouping characteristic associated with personal effectiveness, rather than assuming that certification itself directly causes differences in personal effectiveness.

#### *A. Purpose Of The Study*

The purpose of the study was to examine and compare the personal effectiveness of Indian football coaches representing three different coaching qualification levels- AFC 'B', AIFF 'C', and AIFF 'D'- and to determine whether their profiles differed across the constituent dimensions of personal effectiveness.

#### *B. Objectives Of The Study*

- 1) To determine the level of overall personal effectiveness among AFC 'B', AIFF 'C', and AIFF 'D' football coaches.
- 2) To compare overall personal-effectiveness scores across the three coaching qualification groups.
- 3) To examine the descriptive profile of the different components of personal effectiveness within each coaching group.
- 4) To determine whether AFC 'B', AIFF 'C', and AIFF 'D' coaches differ significantly across the components of patience, assertiveness, acceptability, pragmatism, agility, accomplishment, optimism, confidence, augmentative orientation, perseverance, and modesty.
- 5) To identify the specific qualification groups responsible for statistically significant differences through post-hoc pairwise comparisons.

#### *C. Research Hypotheses*

H01: There is no statistically significant difference in overall personal effectiveness among AFC 'B', AIFF 'C', and AIFF 'D' football coaches.

H02: There are no statistically significant differences among AFC 'B', AIFF 'C', and AIFF 'D' football coaches across the individual components of personal effectiveness.

## II. METHODOLOGY

### A. Research Design

The investigation employed a quantitative, cross-sectional comparative research design. The independent grouping variable was coaching qualification level, consisting of AFC 'B', AIFF 'C', and AIFF 'D' categories. Personal effectiveness constituted the principal dependent variable and was considered both as an overall score and in terms of its eleven component dimensions.

Because participants were examined at one point in time and were not randomly assigned to qualification conditions, the design permits comparison and identification of statistical associations but does not permit causal conclusions regarding the influence of coaching certification.

### B. Participants

A total of 135 Indian football coaches participated in the study. The sample was equally distributed across the three certification categories:

- AFC 'B' coaches:  $n = 45$
- AIFF 'C' coaches:  $n = 45$
- AIFF 'D' coaches:  $n = 45$

### C. Research Instrument

Personal effectiveness was assessed using the Personal Effectiveness Scale, developed by Upinder Dhar and Santosh Dhar. The scale comprises 39 items distributed across 11 dimensions of personal effectiveness, namely patience, assertiveness, acceptability, pragmatism, agility, accomplishment, optimism, confidence, augmentative orientation, perseverance, and modesty. The instrument was administered to the participating football coaches to obtain both an overall measure of personal effectiveness and scores for its individual dimensions. The responses were scored according to the procedure prescribed for the scale, and the resulting scores were used to compare personal effectiveness among AFC 'B', AIFF 'C', and AIFF 'D' football coaches. Thus, the instrument enabled the assessment of both the general level and the multidimensional profile of personal effectiveness across the three coaching qualification groups.

### D. Statistical Analysis

Descriptive statistics including mean, standard deviation, minimum, and maximum were computed for overall personal effectiveness and its components. The normality of overall personal-effectiveness scores within each qualification category was evaluated using the Shapiro–Wilk test. Since the corresponding probability values exceeded .05 for all three groups, the distributions were treated as approximately normal. A one-way analysis of variance (ANOVA) was subsequently conducted to determine whether the three qualification groups differed in overall personal effectiveness. Separate one-way ANOVAs were also performed for each component. Where omnibus ANOVA results were statistically significant, Bonferroni-adjusted pairwise comparisons were used to identify specific group differences.

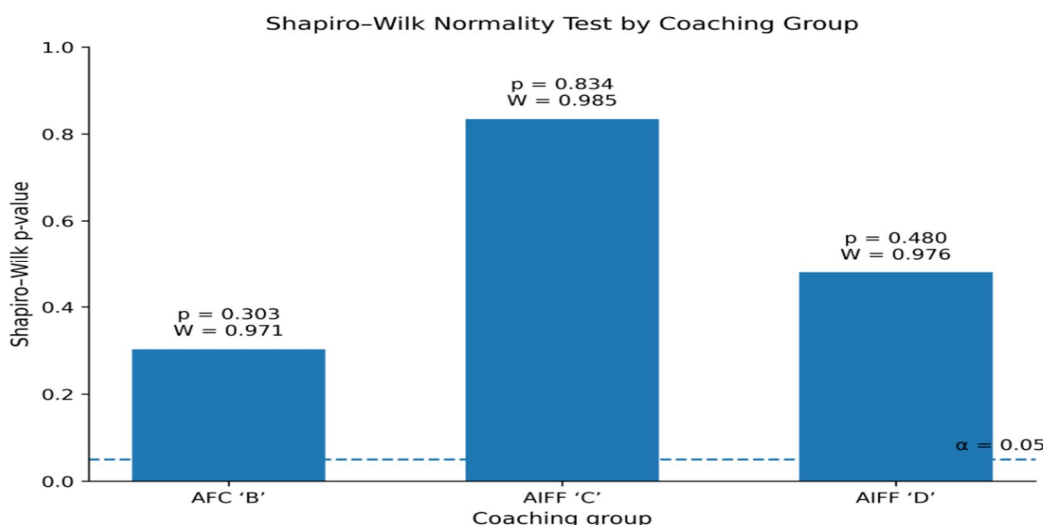
## III. RESULTS AND INTERPRETATION

The findings of the study are presented through the examination of normality, descriptive statistics, comparison of overall personal effectiveness, and analysis of the individual components of personal effectiveness among AFC 'B', AIFF 'C', and AIFF 'D' football coaches.

### A. Normality of Personal-Effectiveness Scores

Before comparing the three coaching groups, the distribution of personal-effectiveness scores was examined using the Shapiro-Wilk test.

| Coaching Group | Shapiro-Wilk Statistic | df | p-value |
|----------------|------------------------|----|---------|
| AFC 'B'        | .971                   | 45 | .303    |
| AIFF 'C'       | .985                   | 45 | .834    |
| AIFF 'D'       | .976                   | 45 | .480    |

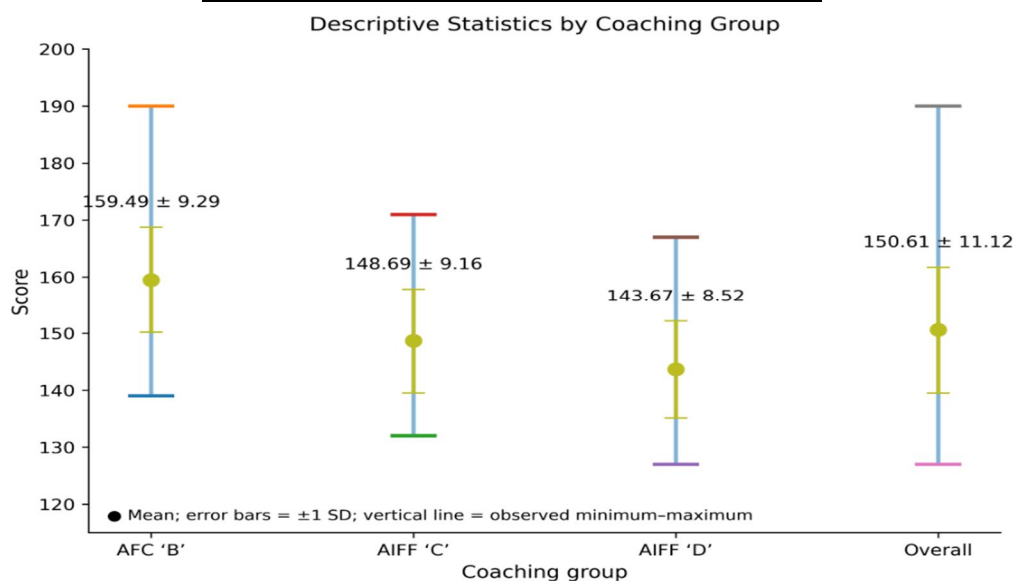


The Shapiro-Wilk test produced probability values of .303 for AFC 'B', .834 for AIFF 'C', and .480 for AIFF 'D' coaches. Since all three values were greater than the .05 level of significance, the personal-effectiveness scores of the three groups showed no significant departure from normality. Therefore, the assumption of normality was satisfied and parametric statistical procedures were considered appropriate for further analysis.

### B. Descriptive Analysis of Overall Personal Effectiveness

The descriptive statistics for overall personal effectiveness among the three coaching qualification groups are presented below.

| Coaching Group | N   | Mean   | SD    | Minimum | Maximum |
|----------------|-----|--------|-------|---------|---------|
| AFC 'B'        | 45  | 159.49 | 9.29  | 139     | 190     |
| AIFF 'C'       | 45  | 148.69 | 9.16  | 132     | 171     |
| AIFF 'D'       | 45  | 143.67 | 8.52  | 127     | 167     |
| Overall        | 135 | 150.61 | 11.12 | 127     | 190     |



AFC 'B' coaches recorded the highest mean personal-effectiveness score ( $M = 159.49$ ,  $SD = 9.29$ ), followed by AIFF 'C' coaches ( $M = 148.69$ ,  $SD = 9.16$ ). AIFF 'D' coaches obtained the lowest mean score ( $M = 143.67$ ,  $SD = 8.52$ ).

For the complete sample of 135 coaches, the overall mean personal-effectiveness score was 150.61 (SD = 11.12). The descriptive pattern showed the following order:

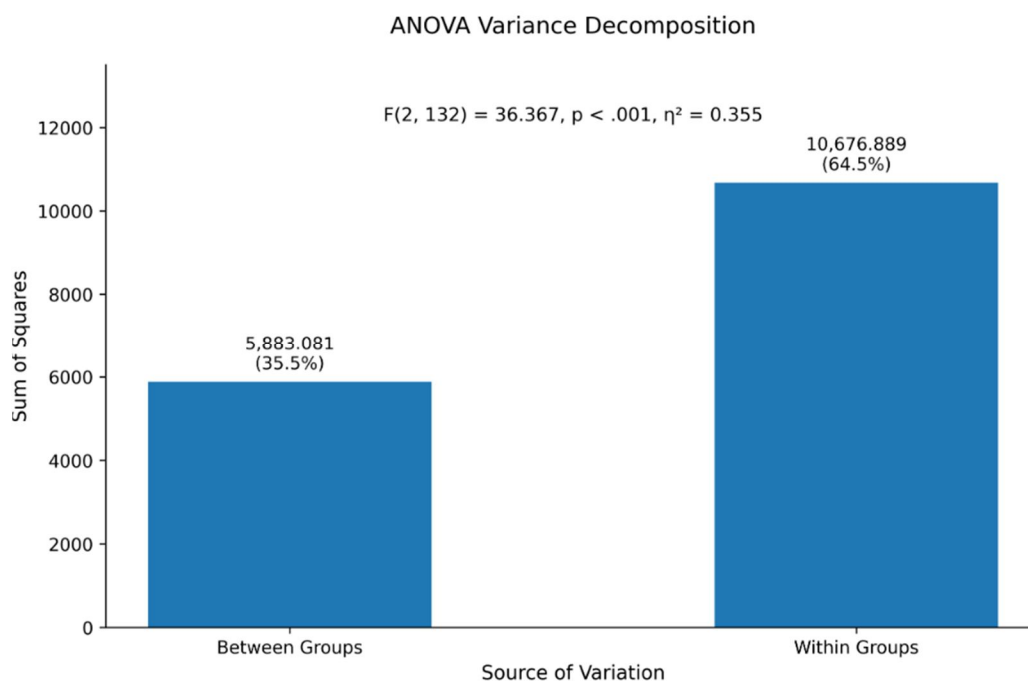
$$\text{AFC 'B'} > \text{AIFP 'C'} > \text{AIFP 'D'}$$

Although the mean values indicated differences among the three groups, one-way ANOVA was applied to determine whether these differences were statistically significant.

### C. Comparison of Overall Personal Effectiveness Among Coaching Groups

A one-way analysis of variance was conducted to examine whether overall personal effectiveness differed significantly among AFC 'B', AIFP 'C', and AIFP 'D' football coaches.

| Source of Variation | Sum of Squares | df  | Mean Square | F      | p      |
|---------------------|----------------|-----|-------------|--------|--------|
| Between Groups      | 5883.081       | 2   | 2941.541    | 36.367 | < .001 |
| Within Groups       | 10676.889      | 132 | 80.886      |        |        |
| Total               | 16559.970      | 134 |             |        |        |

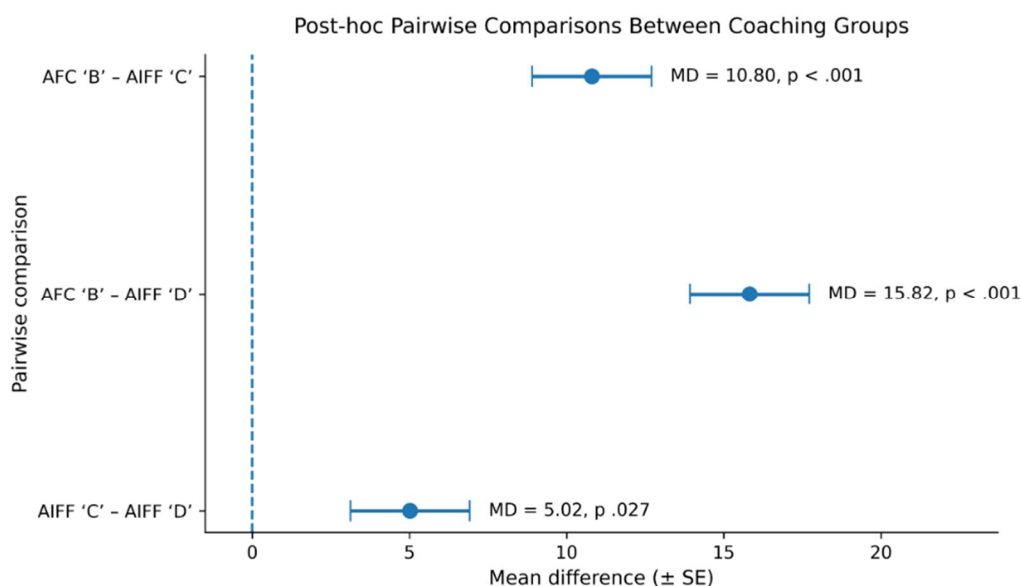


The ANOVA revealed a statistically significant difference in overall personal effectiveness among the three coaching groups,  $F(2, 132) = 36.367$ ,  $p < .001$ . Since the probability value was below the .05 level of significance, the null hypothesis stating that there would be no significant difference in personal effectiveness among AFC 'B', AIFP 'C', and AIFP 'D' coaches was rejected.

As the overall ANOVA was statistically significant, Bonferroni post-hoc comparisons were used to identify the specific groups between which the differences occurred.

### D. Post-Hoc Comparison of Overall Personal Effectiveness

| Comparison          | Mean Difference | SE    | p      |
|---------------------|-----------------|-------|--------|
| AFC 'B' – AIFP 'C'  | 10.80           | 1.896 | < .001 |
| AFC 'B' – AIFP 'D'  | 15.82           | 1.896 | < .001 |
| AIFP 'C' – AIFP 'D' | 5.02            | 1.896 | .027   |



AFC 'B' coaches scored significantly higher than AIFF 'C' coaches, with a mean difference of 10.80 points ( $p < .001$ ). AFC 'B' coaches also recorded significantly higher scores than AIFF 'D' coaches, with a mean difference of 15.82 points ( $p < .001$ ).

A statistically significant difference was also found between AIFF 'C' and AIFF 'D' coaches, with AIFF 'C' coaches scoring approximately 5.02 points higher ( $p = .027$ ).

Therefore, all three coaching qualification groups differed significantly from one another in overall personal effectiveness. The pattern was:

$$\text{AFC 'B'} > \text{AIFF 'C'} > \text{AIFF 'D'}.$$

#### E. Component-Wise Analysis of Personal Effectiveness

The individual dimensions of personal effectiveness were examined to determine whether the three coaching groups demonstrated similar or different profiles across the eleven components.

##### Patience

AFC 'B' coaches recorded the highest mean patience score ( $M = 34.80$ ,  $SD = 1.91$ ), followed by AIFF 'D' coaches ( $M = 28.64$ ,  $SD = 1.73$ ) and AIFF 'C' coaches ( $M = 28.40$ ,  $SD = 1.88$ ). Thus, AFC 'B' coaches demonstrated considerably higher patience scores than the other two groups.

##### Assertiveness

AIFF 'C' coaches obtained the highest assertiveness score ( $M = 28.69$ ,  $SD = 1.72$ ), followed by AFC 'B' coaches ( $M = 26.47$ ,  $SD = 1.80$ ) and AIFF 'D' coaches ( $M = 24.16$ ,  $SD = 1.54$ ).

##### Acceptability

AIFF 'D' coaches recorded the highest acceptability score ( $M = 20.76$ ,  $SD = 1.11$ ), followed by AFC 'B' coaches ( $M = 20.24$ ,  $SD = 1.13$ ). AIFF 'C' coaches recorded the lowest mean score ( $M = 17.89$ ,  $SD = 1.15$ ).

##### Pragmatism

AFC 'B' coaches recorded the highest mean pragmatism score ( $M = 16.80$ ,  $SD = 1.04$ ), followed by AIFF 'D' coaches ( $M = 15.20$ ,  $SD = 1.04$ ) and AIFF 'C' coaches ( $M = 14.00$ ,  $SD = 1.00$ ).

##### Agility

AIFF 'C' coaches obtained the highest mean agility score ( $M = 16.20$ ,  $SD = 0.99$ ), closely followed by AFC 'B' coaches ( $M = 16.00$ ,  $SD = 1.02$ ). AIFF 'D' coaches obtained the lowest mean score ( $M = 14.20$ ,  $SD = 0.99$ ).

##### Accomplished

AFC 'B' coaches recorded the highest mean score for accomplished ( $M = 8.49$ ,  $SD = 0.63$ ), followed by AIFF 'C' coaches ( $M = 7.60$ ,  $SD = 0.54$ ) and AIFF 'D' coaches ( $M = 7.20$ ,  $SD = 0.55$ ).

##### Optimism

AIFF ‘C’ coaches recorded the highest optimism score ( $M = 16.80$ ,  $SD = 0.99$ ), followed by AFC ‘B’ coaches ( $M = 16.00$ ,  $SD = 0.98$ ). AIFF ‘D’ coaches obtained the lowest mean score ( $M = 14.00$ ,  $SD = 0.90$ ).

#### Confidence

AFC ‘B’ coaches demonstrated the highest confidence score ( $M = 4.29$ ,  $SD = 0.46$ ), followed by AIFF ‘D’ coaches ( $M = 3.91$ ,  $SD = 0.36$ ) and AIFF ‘C’ coaches ( $M = 3.80$ ,  $SD = 0.40$ ).

#### Augmentative

AIFF ‘D’ coaches recorded the highest augmentative score ( $M = 4.20$ ,  $SD = 0.40$ ), followed by AFC ‘B’ coaches ( $M = 4.00$ ,  $SD = 0.21$ ). AIFF ‘C’ coaches obtained the lowest mean score ( $M = 3.51$ ,  $SD = 0.51$ ).

#### Perseverance

AFC ‘B’ coaches recorded the highest perseverance score ( $M = 8.80$ ,  $SD = 0.50$ ), followed by AIFF ‘C’ coaches ( $M = 7.80$ ,  $SD = 0.59$ ) and AIFF ‘D’ coaches ( $M = 7.00$ ,  $SD = 0.56$ ).

#### Modesty

AIFF ‘D’ coaches obtained the highest mean modesty score ( $M = 4.40$ ,  $SD = 0.50$ ), followed by AIFF ‘C’ coaches ( $M = 4.00$ ,  $SD = 0.37$ ). AFC ‘B’ coaches recorded the lowest mean score ( $M = 3.60$ ,  $SD = 0.54$ ).

Overall, AFC ‘B’ coaches recorded the highest mean values for patience, pragmatism, accomplished, confidence, and perseverance. AIFF ‘C’ coaches obtained the highest mean values for assertiveness, agility, and optimism, whereas AIFF ‘D’ coaches recorded the highest scores for acceptability, augmentative, and modesty.

### F. Comparison Of The Components Of Personal Effectiveness

Separate one-way ANOVAs were conducted to determine whether the three coaching groups differed significantly across the eleven components.

| Component     | F       | p      |
|---------------|---------|--------|
| Patience      | 174.257 | < .001 |
| Assertiveness | 81.014  | < .001 |
| Acceptability | 82.141  | < .001 |
| Pragmatism    | 84.694  | < .001 |
| Agility       | 54.435  | < .001 |
| Accomplished  | 59.782  | < .001 |
| Optimism      | 101.941 | < .001 |
| Confidence    | 17.662  | < .001 |
| Augmentative  | 36.491  | < .001 |
| Perseverance  | 119.584 | < .001 |
| Modesty       | 32.108  | < .001 |

Statistically significant differences were observed among AFC ‘B’, AIFF ‘C’, and AIFF ‘D’ coaches for all eleven components of personal effectiveness.

Significant differences were found for patience,  $F(2, 132) = 174.257$ ,  $p < .001$ ; assertiveness,  $F(2, 132) = 81.014$ ,  $p < .001$ ; acceptability,  $F(2, 132) = 82.141$ ,  $p < .001$ ; pragmatism,  $F(2, 132) = 84.694$ ,  $p < .001$ ; agility,  $F(2, 132) = 54.435$ ,  $p < .001$ ; and accomplished,  $F(2, 132) = 59.782$ ,  $p < .001$ .

Significant differences were also observed for optimism,  $F(2, 132) = 101.941$ ,  $p < .001$ ; confidence,  $F(2, 132) = 17.662$ ,  $p < .001$ ; augmentative,  $F(2, 132) = 36.491$ ,  $p < .001$ ; perseverance,  $F(2, 132) = 119.584$ ,  $p < .001$ ; and modesty,  $F(2, 132) = 32.108$ ,  $p < .001$ . Since significant differences were obtained for every component, Bonferroni post-hoc comparisons were examined to determine the specific differences among the coaching groups.

### G. Bonferroni Post-Hoc Analysis Of Personal-Effectiveness Components

#### Patience

AFC 'B' coaches scored significantly higher than AIFF 'C' coaches ( $MD = 6.40, p < .001$ ) and AIFF 'D' coaches ( $MD = 6.16, p < .001$ ). No significant difference was observed between AIFF 'C' and AIFF 'D' coaches ( $p = 1.000$ ).

$$AFC 'B' > AIFF 'C' \approx AIFF 'D'.$$

#### Assertiveness

Significant differences were observed among all three groups ( $p < .001$ ). AIFF 'C' coaches demonstrated the highest assertiveness, followed by AFC 'B' and AIFF 'D' coaches.

$$AIFF 'C' > AFC 'B' > AIFF 'D'.$$

#### Acceptability

AFC 'B' coaches scored significantly higher than AIFF 'C' coaches ( $p < .001$ ), while AIFF 'D' coaches also scored significantly higher than AIFF 'C' coaches ( $p < .001$ ). The difference between AFC 'B' and AIFF 'D' coaches was not statistically significant ( $p = .102$ ).

$$AIFF 'D' \approx AFC 'B' > AIFF 'C'.$$

#### Pragmatism

All three pairwise comparisons were statistically significant ( $p < .001$ ). AFC 'B' coaches recorded the highest scores, followed by AIFF 'D' and AIFF 'C' coaches.

$$AFC 'B' > AIFF 'D' > AIFF 'C'.$$

#### Agility

No significant difference was found between AFC 'B' and AIFF 'C' coaches ( $p = 1.000$ ). Both groups, however, scored significantly higher than AIFF 'D' coaches ( $p < .001$ ).

$$AIFF 'C' \approx AFC 'B' > AIFF 'D'.$$

#### Accomplished

AFC 'B' coaches scored significantly higher than AIFF 'C' and AIFF 'D' coaches ( $p < .001$ ). AIFF 'C' coaches also scored significantly higher than AIFF 'D' coaches ( $p = .004$ ).

$$AFC 'B' > AIFF 'C' > AIFF 'D'.$$

#### Optimism

Significant differences were found among all three groups ( $p < .001$ ). AIFF 'C' coaches recorded the highest optimism scores, followed by AFC 'B' and AIFF 'D' coaches.

$$AIFF 'C' > AFC 'B' > AIFF 'D'.$$

#### Confidence

AFC 'B' coaches scored significantly higher than AIFF 'C' and AIFF 'D' coaches ( $p < .001$ ). No statistically significant difference was found between AIFF 'C' and AIFF 'D' coaches ( $p = .600$ ).

$$AFC 'B' > AIFF 'C' \approx AIFF 'D'.$$

#### Augmentative

AFC 'B' coaches scored significantly higher than AIFF 'C' coaches ( $p < .001$ ), while AIFF 'D' coaches also scored significantly higher than AIFF 'C' coaches ( $p < .001$ ). The difference between AFC 'B' and AIFF 'D' coaches was not statistically significant ( $p = .052$ ).

$$AIFF 'D' \approx AFC 'B' > AIFF 'C'.$$

#### Perseverance

All three coaching groups differed significantly ( $p < .001$ ). AFC 'B' coaches recorded the highest perseverance scores, followed by AIFF 'C' and AIFF 'D' coaches.

$$AFC 'B' > AIFF 'C' > AIFF 'D'.$$

#### Modesty

Significant differences were observed among all three groups ( $p < .001$ ). AIFF 'D' coaches recorded the highest modesty scores, followed by AIFF 'C' and AFC 'B' coaches.

$$AIFF 'D' > AIFF 'C' > AFC 'B'.$$

#### IV. DISCUSSION OF FINDINGS

The study revealed significant differences in personal effectiveness among AFC 'B', AIFF 'C', and AIFF 'D' football coaches, with AFC 'B' coaches recording the highest overall scores, followed by AIFF 'C' and AIFF 'D' coaches. This finding supports the view that effective coaching involves not only technical knowledge but also interpersonal and intrapersonal qualities developed through professional learning and coaching experience (Côté & Gilbert, 2009; Cushion et al., 2003). The comparatively higher personal effectiveness of AFC 'B' coaches may be associated with greater exposure to advanced coaching environments, practical responsibilities, and accumulated experience. Previous research indicates that coach education and experience are related to coaching efficacy, perceived competence, and leadership behaviour (Feltz et al., 1999; Malete & Feltz, 2000; Sullivan et al., 2012). However, the present findings indicate an association rather than proving that higher coaching certification directly causes greater personal effectiveness. Component-wise results showed that AFC 'B' coaches were stronger in patience, pragmatism, accomplishment, confidence, and perseverance. These characteristics may be particularly important when coaches are required to manage pressure, athlete development, setbacks, and complex decision-making situations. Research has similarly emphasized that coaching expertise develops through experience, reflection, emotional regulation, and continuous professional learning (Nash & Sproule, 2009; Lee et al., 2018). AIFF 'C' coaches obtained higher scores in assertiveness, agility, and optimism. This demonstrates that personal effectiveness does not increase uniformly with qualification level. Psychological characteristics such as optimism, adaptability, and emotional intelligence may contribute differently to coaching behaviour and efficacy depending on the coaching context (Thelwell et al., 2008; Teques et al., 2019). AIFF 'D' coaches recorded comparatively higher scores in acceptability, augmentative orientation, and modesty. This further suggests that each coaching group possesses a distinctive personal-effectiveness profile rather than one qualification group being superior on every dimension. Coach development occurs through formal, non-formal, and informal experiences, and therefore differences between groups may reflect both certification and wider professional learning experiences (Nelson et al., 2006). Overall, the findings suggest that higher coaching qualification was associated with stronger overall personal effectiveness, particularly among AFC 'B' coaches, while individual dimensions followed different patterns across coaching levels. The results highlight the importance of including psychological, interpersonal, communication, emotional-regulation, and reflective-development components within football coach-education programmes.

#### V. CONCLUSION

The study concludes that personal effectiveness differs significantly among AFC 'B', AIFF 'C', and AIFF 'D' football coaches. AFC 'B' coaches demonstrated the highest overall personal effectiveness, followed by AIFF 'C' and AIFF 'D' coaches. Significant differences were also observed across all eleven components of personal effectiveness. At the component level, AFC 'B' coaches showed greater strength in patience, pragmatism, accomplishment, confidence, and perseverance; AIFF 'C' coaches performed better in assertiveness, agility, and optimism; while AIFF 'D' coaches recorded higher scores in acceptability, augmentative orientation, and modesty. These findings indicate that coaching qualification level is associated with distinct personal-effectiveness profiles rather than a uniform progression across all psychological characteristics. The results emphasize the importance of psychological, interpersonal, and behavioural development within football coach-education programmes. However, since the study was cross-sectional, the observed differences should be interpreted as associations with qualification level rather than as direct effects of coaching certification. Future research may examine the influence of coaching experience, age, playing background, and other professional factors on personal effectiveness.

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