

Emotion and Psychology are the Key: An Affective Event Theory Perspective on Sport Players' Performance

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Abstract

Emotions, powerful drivers of human behavior and performance, have garnered relatively scant attention in the sphere of sports psychology. This study seeks to rectify this oversight by delving into the multifaceted influence of various emotional dimensions – namely, anger, stress, anxiety, happiness, and excitement – on the performance of sports players. A total of 308 participants were meticulously selected for this study, their data subjected to rigorous analysis employing statistical tools such as SPSS and Structural Equation Modeling. The findings paint a nuanced picture of the complex interplay between emotions and athletic performance. Notably, the results reveal that anger and stress, while potent emotional states, exhibit a counterproductive relationship with performance, albeit not reaching statistical significance. In contrast, anxiety and excitement emerge as formidable influencers, but in opposing directions. Anxiety, when harnessed appropriately, exerts a negative yet statistically significant impact on performance, underscoring the need for strategies to manage and mitigate its effects. On the other hand, excitement, when channeled effectively, exerts a positive and significant influence on performance, highlighting the potential benefits of harnessing this emotional state. Perhaps the most striking finding is the resounding impact of happiness on performance. The data unequivocally demonstrate that happiness yields a substantial and statistically significant enhancement of performance. This revelation underscores the profound role of positive emotions in elevating athletic prowess. The study offers profound theoretical insights into the intricate relationship between emotions and athletic performance. It underscores the need to consider a broader emotional spectrum when studying sports psychology and highlights the nuanced ways in which different emotions can shape performance outcomes. Practically, these findings hold significant implications for coaches, sports organizations, and athletes themselves. Strategies for emotion regulation, stress management, and the cultivation of positive emotional states may prove indispensable in optimizing athlete performance. However, it is crucial to acknowledge the study's limitations, which include the complexity of emotional experiences and potential individual variations in emotional responses. Despite these limitations, this research represents a significant step forward in our understanding of the emotional dynamics at play in sports performance, offering a foundation for future studies and practical applications in the sphere of sports psychology.

Keywords: Psychology, Anger, Stress, Anxiety, Happiness, Excitement, Sport players' performance

1. Introduction

Sports, considered a human right, are overtly embodied in Article 1 of the Charter of Physical Education and Sports adopted by UNESCO in 1978 (UN, 1979). Sport concurs with civic values and political interventions, where it is to outline the standards and integrities accredited not only to athletes, but the whole culture (Macri, 2012). Sport can change the lives of individuals (UNOSDP, 2003). A universally accepted definition of sports cannot be derived due to the complexity of the term. The inkling of the term sports will continually differ over time and will always reflect the respective ethos (Pink, 2008) and sports activities are continuously changing, with the emergence of new sports and the receding of the existing with considerable distinction across countries.

Sports hold immense importance in various aspects, as recognized by scholars across different domains. Their significance extends to individual athletes, nations, and the global community, resulting in numerous advantages across human, political, and societal dimensions (Bailey et al., 2015). Participation in sports offers a multitude of benefits for individuals, encompassing both physical and mental well-being. Physically, engaging in sports contributes to weight control, enhances strength, builds muscle, improves flexibility, enhances coordination and motor skills, and fosters better cardiac health (CESSI, 2005; Eime et al., 2013). These physical improvements translate into healthier and more resilient bodies. Equally significant are the psychological and emotional advantages associated with sports involvement. Participation in sports has been linked to reduced stress and aggression, alleviated symptoms of depression and anxiety, boosted self-confidence, and improved self-image. It

also enhances concentration and mental functioning, leading to overall emotional well-being (CESSI, 2005; Eime et al., 2013). Athletes often find a sense of purpose, accomplishment, and fulfillment through their participation in sports.

Moreover, sports serve as a powerful platform for fostering social cohesion and dialogue. They have the potential to bring people together, transcending cultural, social, and political divides. Through sports, individuals from diverse backgrounds find common ground, discover shared interests, and break down prejudices (Xu et al., 2021). Sporting events have the unique ability to showcase the similarities that bind people, promoting unity and understanding on a global scale. In essence, the advantages of sports are far-reaching and multifaceted. They not only contribute to physical health and emotional well-being on an individual level but also have the potential to bridge societal gaps and promote international cooperation. Sports are not merely games; they represent a powerful force for positive change and personal development, making them an asset for individuals and societies alike.

Performance in team sports require countless types of skills and will be highly reliant on a combination of players' somatic (physical), strategic (tactical), technical and socio-psychological capabilities (Stølen, et al., 2005; Mateusz, et al., 2014). Furthermore, some of the factors which are affecting performance are controllable by the athlete, and some are uncontrollable by the athletes (De Bossche, et al., 2006). According to Forrester (2013), a player who perceives his accomplishment as controllable will be confident and motivated in his efforts, while an individual who perceives his failures as controllable, possibly will feel guilty. Researchers have found that psychological factors are the key facilitating factors in developing skills but yet minimum emphasis has been placed on such factors by the researchers (Abbott & Collins, 2002; Habibian, et al., 2015; Wang et al., 2022) There is a range of studies conducted with athletes with special reference to Olympic events which found a variety of psychological factors associated with successful sports performance (Gould, et al., 2002a; Gould, et al., 2002b; Jowett & Felton, 2013). Emotions as one of the psychological factors have a strong impact of human performance (Woodman, et al., 2011; Wang & Wong, 2021) however, the studies conducted in the context of sports are minimal and consider only one or few aspects of emotions (Totterdell, 2000). Therefore, it is necessary to explore the influence of various aspects of emotion on players' performance.

2. Literature review

2.1 Affective event theory

There are mainly three theories which explains the relationship of emotions on performance in sports: Cognitive-motivational-relational theory (Lazarus, 1999), Individual zone of optimal functioning (Hanin, 2000), and the theory of challenge and threat states in athletes (Jones, et al., 2009). Affective event theory (AET), developed by Weiss and Cropanzano (1996), is one of the prominent theories in emotions that discuss the impact of internal influences and the reactions which occur during the cause of work on performance, job commitment and long-term job satisfaction of employees. The studies conducted on AET had given noticeable importance to organizational setting (Booth, et al., 2017) but it is not noticeable in sports setting. The concept of emotions is comprehensively addressed by the organizational setting.

Emotions and moods wield a considerable influence on job performance and job satisfaction, a phenomenon thoroughly elucidated by Affective Event Theory (AET) as expounded by Weiss and Cropanzano (1996). AET provides a comprehensive framework for comprehending the intricate interplay between employees' internal psychological factors, encompassing cognition and emotional states, and their reactions to various incidents that unfold within their work environment. These reactions, in turn, have a cascading effect on their job performance, organizational commitment, and overall job satisfaction.

AET posits that affective work behaviors are primarily shaped by employees' moods and emotions. This implies that the emotional states individuals experience can profoundly impact their behavior at work. Conversely, cognitive-based behaviors are deemed to be the most accurate predictors of job satisfaction. In essence, AET distinguishes between the affective and cognitive facets of work-related behavior, emphasizing the unique contributions of emotions and cognition.

Furthermore, AET discerns between positive-inducing and negative-inducing emotional incidents that transpire in the workplace. These emotional incidents, ranging from uplifting moments to daily hassles, are recognized as distinct and carry substantial psychological implications for employees' job satisfaction. The theory elucidates how these emotional incidents leave a lasting imprint on individuals, manifesting in internal changes such as shifts in cognition, emotional states, and mental well-being.

The consequences of these emotional experiences extend beyond the internal sphere and find expression in external behaviors. These encompass job performance, reflecting both optimal and dysfunctional dimensions. AET recognizes that the spectrum of emotions, spanning from positive to negative, can exert a profound impact on an individual's work performance. While positive emotions can spur optimal performance, negative emotions can lead to counterproductive and dysfunctional outcomes.

Moreover, Affective Event Theory offers a comprehensive lens through which to understand the intricate dynamics of emotions, moods, and their repercussions in the workplace. It underscores the significance of recognizing the distinct roles of emotions and cognition in shaping work-related behaviors, job satisfaction, and organizational commitment. Furthermore, it highlights the critical impact of emotional incidents, both positive and negative, on employee well-being and performance. This theory provides invaluable insights for organizations and professionals seeking to enhance employee satisfaction and optimize job performance by acknowledging and addressing the multifaceted interplay between emotions and work-related behaviors.

2.2 Emotion towards players' performance

In the sphere of sports literature, emotions occupy a diverse spectrum of discussion. Notably, much of the research within this domain has gravitated towards the exploration of the impact of negative emotions on competitive performance in sports, a trend highlighted by Cerin (2003). This emphasis on negative emotions can be attributed to several compelling reasons.

One pivotal rationale behind the focus on negative emotions lies in the historical trajectory of conventional psychology. Traditionally, the primary mission of psychological research was the amelioration of psychological and mental afflictions. Consequently, this focus on remediation inadvertently steered research attention away from the exploration of positive emotions, as elucidated by Myers and Diener (1995). This inadvertent neglect concealed the profound relevance of positive emotions in shaping psychological well-being, as argued by Seligman and Csikszentmihalyi (2000). The historical backdrop of psychology thus played a significant role in steering research focus towards negative emotions.

Moreover, the dearth of appropriate theoretical models for comprehending the influence of positive emotions on athletic performance also contributed to the preeminence of negative emotions in sports research. The prevailing theoretical frameworks, both within and outside the field of sports, offered limited avenues for understanding the impact of positive emotions on athletic endeavors, as posited by McCarthy (2011). For instance, influential theories such as Yerkes and Dodson's inverted-U theory (1908) and Hull's drive theory (1943) primarily delved into the relationship between anxiety and performance, a dominant theme that somewhat constrained the curiosity of sports researchers in exploring the myriad other emotions at play. Consequently, emotions such as anger, stress, and anxiety became the focal points of extensive investigation, with their underlying mechanisms dissected and examined in studies led by Cerin (2003) and Cerin et al. (2000).

In essence, the preponderance of research on negative emotions in sports literature can be attributed to a historical predisposition within psychology towards amelioration, as well as the limitations of existing theoretical models that have constrained the exploration of positive emotions in athletic performance. While negative emotions have rightfully received ample attention for their impact on sports, it is increasingly important for researchers to broaden their horizons and explore the multifaceted influence of positive emotions in the pursuit of a more comprehensive understanding of the intricate interplay between emotions and sports performance.

In contrast, positive emotions encompass a spectrum of pleasant and desirable situational responses that span from feelings of interest and contentment to those of love and joy. It's important to note that positive emotions are more than just pleasurable sensations or undifferentiated positive affect. Instead, they serve as poignant markers of an individual's overall well-being and happiness, while also playing a pivotal role in fostering future personal growth and success. The far-reaching impact of positive emotions has been empirically demonstrated across various domains, including the realms of work, education, interpersonal relationships, mental and physical health, and even longevity.

At the heart of our understanding of positive emotions lies the "broaden-and-build" theory, a framework that posits that all positive emotions set in motion a cascade of effects that expand an individual's repertoire of thoughts and actions. This broadening process, in turn, facilitates the development and accumulation of personal resources that are instrumental in shaping future success. Unlike negative emotions, which primarily serve as adaptive responses to immediate threats, positive emotions tend to emerge in safe and controllable environments. They cast

a more diffuse influence by prompting individuals to seek out new resources and consolidate existing gains.

What distinguishes positive emotions is their enduring impact beyond the transient emotional state itself. The resources cultivated through positive emotions have a lasting quality that extends beyond the initial emotional experience. These accrued resources become valuable assets, contributing to an individual's subsequent achievements and overall well-being, thereby enhancing their prospects for long-term success and survival, as postulated by Cohn and Fredrickson (2009). Also, positive emotions are not mere fleeting feelings of joy or contentment; they are powerful catalysts that facilitate personal growth, resilience, and future success. The empirical evidence supporting the broadening and building effects of positive emotions underscores their significance in enriching human experience and highlights their far-reaching implications across diverse aspects of life.

2.3 Anger towards emotion

Among the array of emotions, anger stands out as a primary driver of aggressive behavior, as highlighted by Robazza and Bortoli (2007). This emotional state is characterized by a wide range of intensities, spanning from mild annoyance to extreme fury and rage, accompanied by corresponding physiological arousal within the autonomic nervous system, as articulated by Spielberg (1991). Another perspective defines anger as a negative emotional state that fuels the desire for actions, typically directed against others, with intentions to warn, intimidate, control, attack, or seek retribution, as elucidated by Kassiove and Tafrate (2006). In alignment with this viewpoint, Baron and Richardson (1994) underscore that anger represents a behavioral response that is purposefully designed to inflict harm upon another individual who does not consent to being harmed. Consequently, anger is perceived as an outwardly manifest peripheral behavior (Bushman et al., 2005; Kosiewicz, 2018).

Various studies have ventured into the intricate relationship between anger and athletes' performance. For instance, Gezelsoflo et al. (2013) embarked on an exploration of the impact of pre-competition anger on the self-confidence and success of premier league volleyball players. Their findings illuminated the significant influence of anger and self-confidence on the success rates of these athletes. In contrast, a study conducted by Ruiz and Hanin (2011) yielded a different perspective, with 75% of athletes reporting that their experiences of anger facilitated their performance.

Thus, it becomes evident that the influence of anger on athletic performance is a multifaceted and nuanced phenomenon. The interplay between anger and performance outcomes may vary widely based on individual differences, situational contexts, and the management strategies employed by athletes. Consequently, the following hypothesis is posited:

H1: Anger has a significant impact on emotion.

2.4 Stress towards emotion

Stress, an intrinsic element of everyday life, emerges as a closely interrelated precursor to anxiety, a phenomenon often encountered in various facets of human existence. Stress, in its essence, can be defined as "a substantial imbalance between the demands, whether physical or psychological, placed upon an individual and their capacity to respond effectively, all within a context where failing to meet these demands carries significant consequences" (McGrath, 1970). When a person perceives themselves as incapable of meeting the myriad demands and expectations imposed upon them, this sensation is commonly referred to as stress (Weinberg & Gould, 2007). McGrath, in his seminal work, delineated stress as comprising a series of interconnected stages: environmental demands, the perception of these demands, the physiological stress response, and the ensuing behavioral consequences. This intricate process operates in a cyclical fashion, shaping the individual's psychological and physiological responses (Weinberg & Gould, 2007).

The concept of stress has undergone a notable transformation in its journey from the realms of physics to the behavioral sciences. In this evolution, stress has transitioned from a primarily physical phenomenon to one that encompasses the bodily processes triggered by the physical and psychological demands imposed upon an individual (Selye, 1976). Stressors, on the other hand, denote the external factors or stress-inducing agents that exert their influence upon the human body (McGrath, 1982).

While the empirical evidence regarding the impact of stress on performance predominantly originates from

organizational contexts, its relevance extends to a broader spectrum of human experiences. For instance, studies such as that conducted by Nyangahu and Bula (2015) have illuminated the relationship between high job-related stress and diminished job performance. Additionally, research by Cohen (1980) has suggested that individuals experiencing moderate levels of stress tend to outperform those with both high and low levels of stress. Given the multifaceted nature of stress and its intricate interplay with various performance outcomes, the following hypothesis is put forth:

H2: Stress has a significant impact on emotion.

2.5 Anxiety towards emotion

Human responses to various situations often exhibit remarkable diversity, a phenomenon that holds true when examining the concept of anxiety. Anxiety, as elucidated by Worchel and Goethals (1989), can be defined as the uncertainty an individual experiences regarding their ability to effectively cope with stressors that they encounter. Researchers have embraced the view that anxiety is a multidimensional construct (Martens et al., 1990a), comprising three distinct subcomponents: the cognitive or mental facet, physiological or somatic anxiety, and self-confidence. These subcomponents collectively exert influence over an individual's performance (Martens et al., 1990a; Liebert & Morris, 1967). The multidimensional theory of anxiety posits that each anxiety component has discrete effects on athlete performance (Martens et al., 1990b). To assess these dimensions, Martens et al. (1990a) developed the Competitive State Anxiety Inventory (CSAI-2).

Cognitive anxiety is often attributed to undesirable expectations of success or self-destructive self-evaluations (Craft et al., 2003). It is driven by the fear of anticipated negative consequences resulting from failure (Hardy, 1996). Somatic anxiety, on the other hand, arises from the stimulation or arousal of the autonomic nervous system. It reflects an individual's perception of the emotional stress manifesting in physiological responses (Craft et al., 2003). Sports psychologists generally concur that elevated anxiety levels during competition can prove detrimental, impeding performance and even prompting athletes to withdraw from the endeavor (LeUnes & Nation, 1996). Conversely, a widely accepted assumption posits that positive emotions invariably enhance sports performance (Raglin & Hanin, 2000).

The interplay between anxiety and performance across various sports has been a focal point of extensive research efforts. For instance, Keikha et al. (2015), in their investigation involving collegiate athletes in Malaysia, discovered that by heightening the factors of tension and vigor in athletes within the day preceding a competition, the likelihood of winning could be augmented. Similarly, Lim et al. (2011), Adegbesan (2007), and Parnabas et al. (2013) explored the relationship between cognitive and somatic anxiety and performance, unveiling a negative correlation between anxiety (both cognitive and somatic) and performance. Burton (1998) and Woodman (2001) reported analogous findings, corroborating the inverse relationship between these variables. Consequently, the following hypothesis is put forward:

H3: Anxiety has a significant impact on emotion.

2.6 Excitement towards emotion

While excitement has received relatively limited attention in the realm of sports research, it remains an emotion frequently reported by athletes in connection with their performance. Athletes often perceive excitement as a facilitator of their performance (Robazza et al., 2002), emphasizing its potential significance in understanding the emotional landscape of sports. This study acknowledges the need to accurately distinguish between excitement and anxiety, especially given their high-intensity nature.

Excitement, characterized by its high emotional intensity, is typically recognized as a positive emotion linked to heightened arousal and activation of the autonomic nervous system (Kerr, 1997). Researchers often refer to it as "facilitative anxiety" (Burton & Naylor, 1997; Jones et al., 2005). This distinction is crucial in examining the impact of emotional states on athletic performance.

One key feature of excitement is the positive expectation an individual holds regarding their ability to cope with and achieve their goals in challenging situations (Jones et al., 2005). In essence, excitement arises when athletes anticipate success and believe they have the necessary resources to thrive under pressure. This optimistic outlook can lead to increased activation and arousal, which may, in turn, enhance their performance.

Therefore, this study aims to investigate the role of excitement as a high-intensity positive emotion in the context

of sports performance. By exploring how excitement influences athletes in demanding situations, we can gain a deeper understanding of the complex interplay between emotions and athletic achievement. This research is essential for athletes, coaches, and sports psychologists seeking to harness the potential benefits of excitement while avoiding its potential pitfalls.

Furthermore, while excitement has been a relatively overlooked emotion in sports research, it holds significant promise as a facilitator of athletic performance. This study recognizes the need to disentangle excitement from anxiety and aims to shed light on its role in motivating and enhancing athletes' abilities to meet the challenges of competitive sports. Thus, the following hypothesis is proposed:

H4: Excitement has a significant impact on emotion.

2.7 Happiness towards emotion

Engaging in sports is a highly positive and enriching experience for many individuals; however, scholarly investigations have predominantly fixated on the exploration of negative emotions encountered by sport participants (Jackson, 1995). Amid the spectrum of emotions that sports can elicit, positive sentiments such as happiness and joy have garnered attention from researchers (Jackson, 1995; Lazarus, 2000). Both Jackson and Lazarus perceive happiness and joy as interchangeable terms, signifying that an individual has appraised their progress toward a particular goal (Lazarus, 2000). In this context, joy denotes a more heightened and intense emotional state, akin to ecstasy, while happiness signifies a less intense feeling, resembling contentment. Consequently, within the framework of the 5-factor model, the fourth component was designated as happiness. It is essential to note that although the term "happiness" is employed for this subscale, it is acknowledged that a high score may connote an individual experiencing a sentiment more closely aligned with joy or ecstasy. Given the insights derived from the foregoing discussions, the following hypothesis is advanced:

H5: Happiness has a significant impact on emotion.

With these all ideas and relationships between variables, the following conceptual framework has been developed.

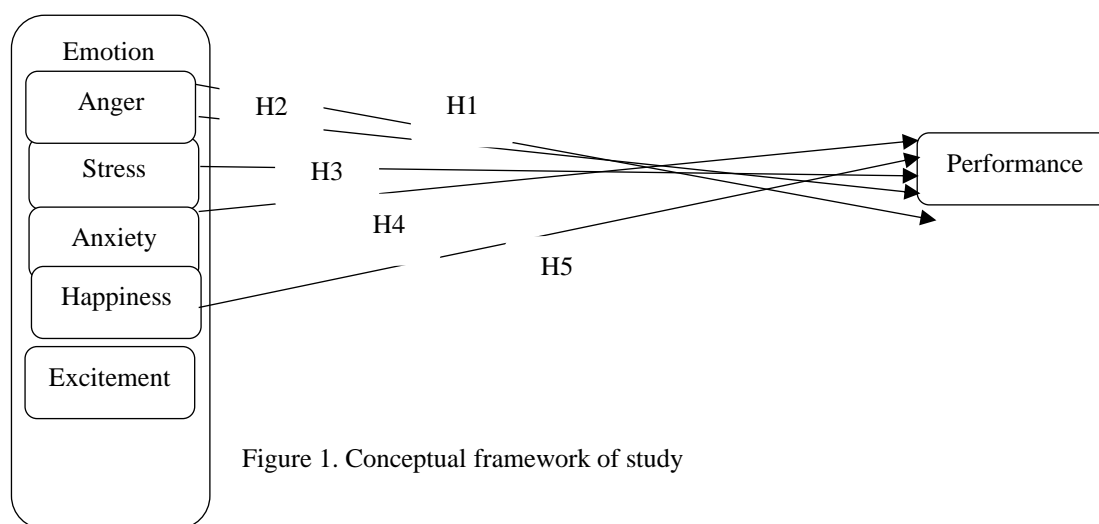


Figure 1. Conceptual framework of study

3. Research methods

3.1 Data collection

This study collects data from individual athletes in team sports at a single point of time who are representing the country at international arena, which apparently a cross-sectional survey to analyses the relationship between independent, moderating and mediating and dependent variables. It is further noted that a number of coach leadership and athlete motivation related studies have used cross-sectional as the research design method. As per the Krejcie and Morgan table developed in 1970 (Krejcie & Morgan, 1970), the sample size for a population of 370 individuals are 205. If the response rate is to be assumed as 61%, the sample size that should be considered for the present study is calculated to be 236. The rule of thumb of sampling provided by Roscoe (1975) pointed out that a sample of more than 30 and less than 500 are appropriate for most research and when samples are broken

into subsamples, a minimum sample size of 30 for each category is needed. Overall, there were 308 valid respondents recruited in this study for further data analysis.

3.2 Questionnaire design

This study employs a questionnaire as the survey strategy method because a questionnaire is a well-established instrument in social science research. The questionnaire method is suitable as the current study involves several constructs as well as variables and thus it is time saving. The questionnaire method also provides feasibility to collect data within a predetermined framework and to process the data using coding system that could be easily inputted into computers. Five items belonging to anxiety, four items belonging to anger, four items belonging to excitement, and four items belonging to happiness were adopted from Jones et al. (2005). Five items belonging to stress were adopted from Cohen et al. (1983). In addition, six items belonging to players' performance were adopted from Lemmink et al. (2008) and Walker (2015). Furthermore, the questionnaire utilized to gather information of the study was based on five-point Likert scale closed-ended questions.

4. Data analysis and results

4.1 Respondents' profile

Of 308 respondents, 58.1% were male and 41.9% were female, and most of them were from urban area (35.4%). The marital status of the respondents reported that most of respondents are single reporting to 216 (70.1%), and most of their monthly income is in between ¥25,001 – 50,000 (68.5%). Out of 308 respondents, 19.5% represented Football and 46.1% of the players had more than 10 years' experience (See Table 1). In addition, the average age of the respondents was 25.2.

Table 1. Demographic characteristics.

Variable	Frequency	Percentage	Mean ±SD
Gender			
Male	179	58.1%	
Female	129	41.9%	
Hometown			
Urban	109	35.4%	
Suburb	93	30.2%	
Rural	106	34.4%	
Marital Status			
Single	216	70.1%	
Married	90	29.2%	
Widow/widower	2	0.6%	
Monthly Income			
Unemployed	16	5.2%	
Below ¥25,000	39	12.7%	
¥25,001 – 50,000	211	68.5%	
¥50,001 – 100,000	38	12.3%	
Above ¥100,000	4	1.3%	
Education Level			
Below Primary	17	5.5%	
Primary	112	36.4%	
Secondary	135	43.8%	
Diploma	18	5.8%	
Degree	25	8.1%	
Masters/PhD	1	0.3%	
Your Involved Sport			
Basketball	26	8.4%	
Badminton	13	4.2%	

Qigong	18	5.8%
Football	60	19.5%
Hockey	40	13%
Table Tennis	42	13.6%
Netball	20	6.5%
Dragon Boat Racing	28	9.1%
Volleyball	43	14.0%
Throw ball	18	5.8%
Experience in the Relevant Event		
Less Than 5 years	57	18.5%
5-10 Years	109	35.4%
More than 10 years	142	46.1%
Age		25.2 ± 4.3

4.2 Confirmatory factor analysis

Cronbach's Alpha was estimated for the constructs namely, anger, stress, anxiety, excitement, happiness, and performance to assess the level of reliability (See Table 2). Confirmatory factor analysis is used to validate the factor configuration of a set of observed variables. After dropped off excitement₂, stress₃, stress₄, and performance₅, rest of items' standard factor loadings exceeded 0.5. In order to achieve convergent validity, composite reliability (CR) and average variance extracted (AVE) were checked (See Table 2). Discriminant validity is established when two variables are theorized to be uncorrelated, and the scores obtained by measuring them are indeed empirically found to be so (Sekaran & Bougie, 2010). The model fit of indices showed that Chi-square = 56.225, df = 21, p < 0.05, CMIN = 2.677, CFI = 0.988, TLI = 0.977, RMSEA = 0.016.

Table 2. Convergent validity.

Construct (Cronbach's Alpha)	Item	Factor loadings	CR	AVE
Anger ($\alpha =$ 0.818)	During the competition I felt809	.518
	1. annoyed	.739		
	2. irritated	.614		
	3. furious	.811		
Excitement ($\alpha = 0.732$)	During the competition I felt751	.502
	1. enthusiastic	.677		
	3. energetic	.758		
	4. delighted	.687		
Happiness (α = 0.815)	During the competition I felt895	.681
	1. joyful	.756		
	2. pleased	.812		
	3. cheerful	.895		
Anxiety ($\alpha =$ 0.819)	During the competition I felt834	.502
	1. nervous	.701		
	2. anxious	.693		
	3. tense	.694		
	4. apprehensive	.722		
Stress ($\alpha =$ 0.886)	During the last few weeks have you913	.780
	1. been upset because of something that happened unexpectedly?	.769		
	2. felt that you were unable to control the important things in your life?	.990		
	5. found that you could not cope with all the things that you had to do?	.877		

Performance ($\alpha = 0.827$)	During the competition832	.504
	1. I was able to overcome obstacles on the field or court	.682		
	2. I was confidence to overcome obstacles on the	.856		
	3. I worked as hard as possible on the field	.783		
	4. I used my abilities to their maximal potential	.512		
	6. I coordinated my movements well	.668		

Table 3. Discriminate validity.

Item	Inter-item correlation									
	AVE	MSV	ASV	1	2	3	4	5	6	
1 Anger	.518	.347	.195	1						
2 Excitement	.502	.347	.199	.589	1					
3 Happiness	.681	.282	.197	.408	.452	1				
4 Anxiety	.502	.282	.207	.414	.416	.531	1			
5 Stress	.780	.226	.167	.475	.416	.410	.392	1		
6 Performance	.504	.254	.139	-.253	-.315	.406	-.504	-.339	1	

4.3 Structural equation modeling

The model fit of indices showed that Chi-square = 64.415, $df = 22$, $p < 0.05$, CMIN = 2.928, CFI = 0.93, TLI = 0.973, RMSEA = 0.028. The outcomes of the study have shown in Table 4.

Table 4. Outcomes of the study.

No	Hypothesis	Standardized Estimate	CR	P	Results
H1	Anger -----> performance	-0.009	-0.244	0.807	Not Supported
H2	Stress -----> performance	-0.034	1.471	.141	Not Supported
H3	Anxiety -----> performance	-0.217	-3.447	***	Supported
H4	Happiness -----> performance	0.070	-2.227	0.026	Supported
H5	Excitement -----> performance	-0.196	-3.084	0.002	Supported

5. Results Discussion

Hypothesis 1 (H1) was designed to examine the connection between the emotional construct of anger and the performance of team players. The analysis indicates that there exists an insignificant negative association between anger and the performance of team players ($\beta = -0.009$, $P < 0.05$). The beta coefficient (β) denotes that for every 1-unit increase in anger, the performance of team players decreases by a mere 0.009. Therefore, the empirical data does not lend support to H1.

Hypothesis 2 (H2) was formulated to explore the relationship between the emotional construct of stress and the performance of team players. The findings reveal that an insignificant negative influence exists between stress and the performance of team players ($\beta = -0.034$, $P < 0.05$). Consequently, the data does not align with H2.

Hypothesis 3 (H3) sought to investigate the link between the emotional construct of anxiety and the performance of team players. The results indicate a negative influence between anxiety and the performance of team players ($\beta = -0.217$, $P < 0.05$). As a result, H3 garners support from the empirical data.

Hypothesis 4 (H4) delves into the connection between the emotional construct of happiness and the emotions of team players. The analysis reveals an insignificant positive influence between happiness and the emotions of team players ($\beta = 0.07$, $P < 0.05$). Thus, H4 finds support in the data.

Finally, Hypothesis 5 (H5) was devised to scrutinize the relationship between the emotional construct of excitement and the performance of team players. The findings disclose a negative influence between excitement and the performance of team players ($\beta = -0.196$, $P < 0.05$). Therefore, H5 receives empirical support.

This study contributes to the theoretical understanding of the role of emotions in sports performance. While the significance of emotions in sport performance has been acknowledged in previous research (Hanin, 2000; Lazarus, 1991), this study fills a gap by delving deeper into the performance effects of various emotions (Woodman et al., 2001). Specifically, it examines how emotions can influence a player's performance.

The rationale for formulating these hypotheses lies in the existing body of research. Affective Event Theory, which serves as the foundational theory for this study, has predominantly been tested within organizational contexts. This study, however, extends the applicability of Affective Event Theory to the realm of sports. By doing so, it validates the relevance and effectiveness of this theory in explaining emotional dynamics and their impact on performance in a sports context. The study's findings indicate that different aspects of emotions do indeed exert an influence on sports performance. This outcome serves as empirical validation of the applicability of Affective Event Theory within the domain of sports.

The detailed statistical data analysis reveals intriguing results regarding the relationship between specific emotions and the performance of team players. Firstly, it was found that there is no significant relationship between anger and the performance of team players ($\beta = -0.009$, $P > 0.05$). These findings contradict previous studies, including those conducted by Ruiz & Hanin (2011) and others like Ring et al. (2018) and Campo et al. (2016), which had suggested a potential link between anger and performance in sports. This discrepancy highlights the complexity of the emotional dynamics in sports and the need for further investigation into the role of anger.

Secondly, the analysis showed no significant relationship between stress and the performance of team players ($\beta = -0.034$, $P > 0.05$). This outcome is inconsistent with numerous prior studies, including those conducted by Long et al. (1980), Jamal (1984), Leveck & Jones (1996), Motowidlo et al. (1986), Westman & Eden (1996), Leung et al. (2005), Ashfaq & Ramzan (2013), Nyangahu & Bula (2015), and Fonkeng (2018), which had suggested that stress could impact athletic performance. The discrepancy between these findings and the current study emphasizes the intricate interplay between stress and sports performance, indicating the need for further research to better understand this relationship.

These inconsistent results underscore the complex nature of emotions and their impact on sports performance. While some emotions may have a significant influence, others may not, and these effects can vary across individuals and contexts. As such, this study highlights the importance of considering a wide range of emotional states and their potential effects on athletes, as well as the need for context-specific investigations to gain a comprehensive understanding of the emotional dynamics in sports.

Additionally, the in-depth statistical analysis reveals significant relationships between specific emotions and the performance of team players. Notably, there is a negative relationship between anxiety and the performance of team players ($\beta = -0.217$, $P < 0.05$). These findings align with prior research conducted by scholars such as Vast et al. (2010), Parnabas et al. (2013), Keikha et al. (2015), and Khan et al. (2017), all of whom reported similar negative associations between anxiety and athletic performance. This consistency highlights the detrimental impact of anxiety on the performance of team players.

Furthermore, the analysis indicates a negative relationship between excitement and the performance of team players ($\beta = -0.196$, $P < 0.05$). These results are in accordance with previous studies conducted by Vast et al. (2010), McCarthy (2011), and Olausson et al. (2013), which also found that excitement could have a negative influence on athletic performance. These consistent findings emphasize the need for athletes to manage their excitement effectively to optimize their performance.

In addition, the analysis reveals a negative relationship between happiness and the performance of team players ($\beta = -0.07$, $P < 0.05$). These results are consistent with previous research conducted by Vast et al. (2010), McCarthy (2011), and Olausson and Vallmark-Jansson (2013), all of which observed similar negative associations between happiness and athletic performance. This consistency underscores the nuanced nature of emotions in sports, where even seemingly positive emotions like happiness can have adverse effects on performance.

Overall, these findings shed light on the intricate relationships between specific emotions and the performance of team players in the context of sports. While some emotions, like anxiety and excitement, can have detrimental effects, even seemingly positive emotions like happiness may not always translate into improved performance. This underscores the importance of emotional regulation and management strategies for athletes to optimize their performance on the field.

6. Conclusion and Limitations of the Study

This study delved into the complex interplay between emotions and the performance of team players in the context of sports. Emotions are undeniably powerful psychological states that can exert both positive and negative influences on athletic performance. However, the intricate nature of these relationships has not been fully explored

until now. This research has provided valuable insights into the distinct impact of various emotions on the performance of team players.

First and foremost, not all emotions have the same effect on athletic performance. While some emotions, such as anxiety and excitement, were found to have a detrimental impact, others like happiness exhibited a nuanced relationship with performance. Anxiety was shown to be a significant negative predictor of performance, corroborating previous research in this area. This finding underscores the need for athletes to effectively manage anxiety to optimize their performance.

Excitement, often seen as a positive emotion, was also found to have a negative influence on performance. This suggests that excessive excitement can lead to suboptimal outcomes for team players. Therefore, athletes should strive to strike a balance between being appropriately motivated and not overly excited during competitions.

It is found that there is a negative association between anxiety, excitement, and performance. Therefore, trainers need to pay more attention to mitigating negative emotions through training and programs. Meanwhile, the results showed that there is a positive association between happiness and performance. Therefore, increasing training skills and functions with happiness in the training process should be considered as an important tool which can be designed into programs.

Surprisingly, happiness, typically considered a positive emotion associated with well-being, was found to have a negative relationship with performance. This intriguing result highlights the complex nature of emotions in sports and emphasizes the importance of emotional regulation among athletes.

These findings have theoretical and practical implications. They contribute to our understanding of the multifaceted role of emotions in athletic performance, challenging conventional wisdom about the desirability of certain emotional states. Coaches, athletes, and sports psychologists can use these insights to develop targeted emotional management strategies that optimize performance outcomes.

In conclusion, this study has provided a deeper understanding of how emotions can influence the performance of team players in the realm of sports. It highlights the need for a more nuanced approach to emotional regulation and management among athletes, recognizing that not all emotions are created equal when it comes to athletic success. As sports continue to evolve, so must our understanding of the psychological factors that shape the performance of athletes.

Finally, certain limitations were revealed in this study. The sample of the study was derived from the population which consisted of team players who were in team sports. The involvement of players of Badminton (male), Dragon Boat Racing 7's, and handball were unable to consider due to unavailability and non-existence of teams at the time of data collection. This study mainly concerned psychological factors affecting team performance. Individual players' attention on this said regard is not considered. In addition, the study conducted was a cross sectional study. Data had been collected soon after the completion from the players at the pavilion. Data was gathered just once as mentioned above, due to constraints of cost, effort, time, and the approvals from the coaches.

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