Journal of Sports and Physical Education Studies
ISSN: 2788-788X
DOI: 10.32996/jspes
Journal Homepage: www.al-kindipublisher.com/index.php/jspes

JSPES
AL-KINDI CENTER FOR RESEARCH AND DEVELOPMENT

| RESEARCH ARTICLE

Assessing Socio-Demographic Factors and Stress Management Techniques on Coaches' Performance in Ghana

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| ABSTRACT

The study looked into the predictive value of demographic and socio-demographic factors, stress-induced factors, and stress-coping strategies with respect to sports performance and psychological aspects of coaches in the Ghanaian public universities. The survey design adopted was cross-sectional. A census sampling technique was also used to select 130 university sports coaches. The data were analysed through a General Linear Model (GLM) as well as Pearson correlation. The findings indicated that socio-demographic factors, especially age, marital status, coaching experience, and coaching specialisation, were significant predictors of stress-induced factors and performance indices of sports. Marital status ($p = .018$), coaching experience ($p = .058$) and coaching specialisation ($p = .066$) had a positive impact on the sports performance and the level of stress, respectively, indicating that the specialised coaching roles might put coaches in a position of experiencing stress factors that are unique to them. The study also found that there is a weak positive relationship between stress-related variables and decreased mental well-being ($r = .263$, $p = .003$), which means that an increase in stress level is associated with a decrease in mental health among coaches. Descriptive statistics indicated that the mean rate of perception of stress ($M = 4.30$, $SD = 0.44$) and the mean rate of mental well-being ($M = 3.42$, $SD = 0.50$) were high and medium, respectively, which means that the participants were highly exposed to stress and had a wide range of coping ability. Factorial analysis of correlation revealed that unrealistic administrative expectations, heavy workload, insufficient institutional support, and personal problems were the major stressors (all $p < .01$), which highlight the compounding nature of organisational and interpersonal pressure in the coaching performance and well-being. These results point out that stress associated with a coaching job is a multifaceted phenomenon in university sports and that socio-demographic factors moderate it. The research suggests specific institutional procedures that aim at reducing stress factors, fair distribution of workload, and better system support to contribute to the best mental health and performance levels in university sports coaches in Ghana.

| KEYWORDS

Coaches, socio-demographic factors, stress-induced factors, sports performance, stress management, mental well-being.

| ARTICLE INFORMATION

ACCEPTED: 19 November 2025 **PUBLISHED:** 23 November 2025 **DOI:** 10.32996/jspes.2025.5.5.1

1. Introduction

Sports performance in Universities is highly important in the overall development of student-athletes, and is found to contribute immensely to their physical, mental and social wellness (Agortey, 2023). The incorporation of sports in the academic systems of public universities in Ghana is an old practice, as the educational administration understands the need to use sports to enhance teamwork, discipline, leadership, and resilience among students (Ahmed, 2023). These are not only beneficial to the students and university coaches but also have a very vital role as a means of developing talent and creating competitive excellence.

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Nonetheless, coaches working in universities face various obstacles that are likely to influence their health and well-being as well as maximise their performance in sport.
Being a profession, coaching is a challenging task because coaches have to not only train athletes but also deal with numerous aspects that cause stress. These aspects involve technical problems, including insufficient resources, facilities, and administrative support (Joseph et al., 2024). Coaches must navigate game management complexities while promoting the personal and athletic development of student-athletes. Moreover, they are subjected to personal stress factors, such as work-life imbalance, financial stress, and health problems, which may have adverse effects on their mental wellness and professional effectiveness (Hollis et al., 2024). Unless well-managed, such stress-related aspects may result in decreased performance in sports among university teams, which harms the coaches and the athletes they are responsible for training.

Studies about stress in sports coaching have indicated the need to comprehend the interaction of socio-demographic variables, including age, gender, and years of experience, with stress-induced variables and determine their influence on the results of sports performance (Stanger et al., 2024). Socio-demographic factors, if not properly controlled, can impact differently on stress management techniques and influence their performance outcomes. As an example, a younger or less experienced coach might not have good stress management abilities like their older experienced counterparts, thus performing differently under stress. These differences support the importance of researching the influence of socio-demographic factors on stress management techniques and performance among coaches in Ghanaian universities. Moreover, the psychological health of coaches is becoming an important consideration when it comes to their professional work. The Stress and Coping Theory developed by Lazarus and Folkman (1984) holds that people evaluate stressors using the resources to cope, and the stress they can cope with depends on the demands in the environment and the internal resources available in the form of their psychological capacities. The mental health conditions that coaches develop due to their inability to manage stress effectively are anxiety and burnout, and this subsequently leads to the inability to do their jobs best (Zhang, 2024). The relationship between stress and mental well-being is very significant in the environment of sports coaching, where there are high-pressure circumstances and the need to make decisions hurriedly and motivate and guide athletes. When stress affects the psychological condition of a coach, then there could be ineffective training programs and unsuitable playing tactics, which will eventually influence team performance.

As a reaction to these predicaments, stress management techniques have been embraced by coaches as a way of reducing the adverse consequences of the factors caused by stress. The management of stress can greatly contribute to the mental well-being of coaches, making them well-focused, feel motivated, and efficient in their professional activities (Lapierre et al., 2023). Mindfulness, time management, and physical relaxation exercises have been suggested to be effective in assisting coaches to deal with stress; the level of their usage and their applicability to the Ghanaian context remains underexplored (Yunus et al., 2023). Considering the high stress levels required of coaches in public universities, stress management and performance enhancement are fundamental to the development of an extensive support framework to assist the coaches.

Despite the increasing awareness of the role of sports in ensuring fitness, social integration, and national identity, only apaucity of empirical studies have explored the impact that socio-demographic characteristics and stress-related pressures have on the performance and well-being of university sports coaches in Ghana (Oh, 2023). Age, gender, level of education and experience are socio-demographic factors that can be important in influencing the perception and management of stress among the coaches. The more experienced trained coaches might be more suited to handle the stress of their job, whereas the less experienced coaches or younger coaches may not be able to handle the same (Lazarus & Folkman, 1984). Nonetheless, the predictive effect of these socio-demographic variables on the stress rates and performance of coaches is not studied properly in the Ghanaian context.

Although it has been extensively proven that stress may harm mental health, not much is known regarding the extent to which the particular factors that the university coaches in Ghana are exposed to influence their mental health and performance in sport. There is a poor understanding of the relationship that exists between these stressors and coaching performance indices, including win-loss records, player development, and team morale. This literature gap prevents sports administrators and policymakers, as they cannot take effective interventions to support the mental health and performance of university coaches (Brick et al., 2024).

In addition, though stress coping strategies have been indicated to mitigate the adverse impacts of stress in other work-related contexts, their use in the sport coaching context, especially in Ghanaian universities, has not been done rigorously. The questions of the effectiveness of these methods in decreasing the effect of the stress-induced factors on the mental well-being of coaches and the performance in sports are essential in the context of constructing specific support mechanisms (Lapierre et al., 2023).

This paper, thus, explores the predictive importance of the socio-demographic variables on stress-induced variables and sports performance indicators, the relationship between stress-induced variables and mental well-being, and the efficiency of stress

management strategies among coaches in the Ghanaian public universities. Through the in-depth examination of these variables, the study will contribute to the policy interventions that could be used to improve not only the mental health of the university sports coaches but also the performance level of their teams.

2. Stress and Coping Theory

The skills to negotiate different issues are paramount to performance as a coach in the area of sports. The Stress and Coping Theory proposed by Lazarus and Folkman (1984) is an important theoretical framework when it comes to learning the perception and response of university coaches in Ghana to technical and personal challenges that they face.

The theoretical framework of this study was based on the Stress and Coping Theory, which gave a holistic view of the way people perceive and cope with stress in their respective environments. According to this theory, which was formulated by Lazarus and Folkman (1984), stress occurs as a consequence of how an individual appraises the situation and their perceived capacity to deal with the obligations of that situation. The framework is also essential in the current research of the relationship between socio-demographic variables, factors that cause stress, and stress management strategies in the context of sports coaching, especially among coaches in the public universities of Ghana.

The socio-demographic factors, including age, gender, educational background, and years of experience in coaching, are important factors that determine the manner in which coaches evaluate stressors. As an example, younger coaches might feel the threat of performance more than their more experienced colleagues, who may have, over an extended period, developed more effective coping mechanisms (Moreland et al., 2023). There is also the aspect of gender differences; women in the role of coaching can have certain stressors connected with social norms and work-life balance, which affect their well-being and performance (Sandbakk, 2023). The predictive effects of these socio-demographic factors on stress-related factors and sports performance indices in coaches require an understanding of their predictive effects.

The Stress and Coping Theory is focused on the connection between factors that cause stress and mental well-being. Negative mental health consequences, including burnout and anxiety, may be caused by stressors, including organisational demands, performance expectations, and interpersonal conflicts (Dlugosz, 2021). The coaches with inefficient coping resources are especially susceptible because they might be unable to cope with the psychological load of their occupations, and their psychological health, along with their coaching performance, will deteriorate (Potts et al., 2024). The strategies that people have used to deal with stress are known as coping mechanisms, and they are a major part of the Stress and Coping Theory. Such mechanisms can be divided into problem-oriented and emotion-oriented coping mechanisms. The problem-focused coping is the direct action that one takes to cope with the stressors, whereas the emotion-focused coping is focused on the regulation of emotional reactions to stress (Lazarus & Folkman, 1984). Within the framework of the current study, the analysis of the effectiveness of those tools of stress management, like mindfulness, cognitive-behavioural strategies, and social support systems, will shed light on how the discussed methods will help alleviate the effects of stress-related variables among the coaches (Urizar, 2023).

To sum up, the Stress and Coping Theory is a powerful tool to address the issues of stress management and coping strategies of sports coaches operating in the country of Ghana in the public universities. Knowing the predictive power of socio-demographic variables, the effect of factors caused by stress on mental well-being, and how stress can be used to manage its impact, the given study will add value to the existing knowledge of improving the mental well-being and performance of coaches. The theoretical framework not only informs the research goals but also highlights the importance of the customisation of interventions that would overcome the peculiarities of situations that coaches have to deal with in their workplace.

3. Materials and Methods

The study was carried out in 26 Ghanaian universities that are publicly owned. These universities are located in various parts of the country, such as Accra, Kumasi and Cape Coast, and they provide a wide outlook into the study issue. The academic quality of the institutions is well established, and they have always been involved in university sports competitions, forming a sample of the population. The choice of the public university was made because these universities are more engaged in sporting activities than the private universities, which usually lack sports activities except soccer and basketball (Agyei & Appiah, 2017).

The study employed a cross-sectional survey design. To increase the sample size to minimise sampling error (Bryman, 2016; Krejcie & Morgan, 1970), a census sampling technique was used to select 130 sports coaches in the 26 Ghanaian public universities (Fowler, 2013; Field, 2018). The data were collected using a self-developed questionnaire and analysed with the help of both inferential and descriptive statistics (Cohen et al., 2017; Field, 2018). Census sampling was suitable as the target population was a relatively small one, in this way, it was possible to include the whole population of coaches. It was a method that allowed exhaustive coverage of the population, which made it easy to learn about the problems that affected university

coaches in Ghana (Creswell, 2014; Babbie, 2017). This was to guarantee that the study results could be deemed as valid and representative of the population, hence all the coaches were considered. They were selected based on their active involvement in sports competitions and the fact that their sports programmes are more consistent in public universities (Ghana University Sports Association, 2019). Inclusion of coaches in the case of private universities would have created inconsistencies in data because of their minimal involvement in different sports that might impact the reliability and authenticity of the study (Heeringa et al., 2017).

3.1 Instrument

Data were collected using a self-developed and validated questionnaire known as the Stress-Induced Factors and Sports Performance Indices Questionnaire (SIFSPI) (Kumar, 2019). The SIFSPI is categorised into three parts, which are demographic traits and research questions that involve technical and personal issues which coaches face. The questionnaire also promoted consistency and comparability in the answers and, therefore, minimised the risks of researcher bias (Bryman, 2012). The assessed quantitative data using this tool allowed a statistical analysis, which made it possible to make meaningful conclusions about the research questions (Creswell, 2014).

In order to ensure the validity of the instrument, literature was reviewed on the topic, pilot testing was conducted, and content and construct feedback were used to improve the validity (Creswell, 2014; Kumar, 2019). To measure reliability, Cronbach's Alpha was used to test the internal consistency of the instrument. The test produced a reliability coefficient of .94, which indicates very high reliability of the instrument for data collection (DeVellis, 2017). The reliability test-retest also provided a high Cronbach's Alpha of 0.93, indicating that the questionnaire is a reliable measurement tool (Kline, 2013). These were done to guarantee that the SIFSPI was a valid and credible instrument for data collection.

3.2 Statistical Analysis

During the data analysis, the predictive effect of technical issues on sports performance indices was examined using linear regression (Hastie et al., 2021). Also, the Pearson product-moment correlation test was performed to investigate the relationships between personal issues and sports performance indices (Cohen et al., 2013). Again, the Pearson product-moment correlation test was used to determine the strength and direction of the relationships between the variables being investigated.

4. Results

4.1 Preliminary Tests

Before the analyses, the Box M test was applied to the measurement of the equality of the covariance matrices across groups. The findings revealed that there were significant differences between the covariance matrices of the dependent variables between the groups (Box M = 53.30, F (18, 972) = 1.92, p = 012). This implies that the assumption of equal covariance matrices may not be true, and variances may not be homogeneous across groups.

Effects of the independent variables on the dependent variables in general were analysed by multivariate tests. The outcomes showed that intercept had a significant multivariate effect, Pillai Trace =.941, F (2, 107) =845.72, p <.001, partial e2 =.941, meaning that the overall model accounted significantly for the dependence variables.

The test of equality of error variances conducted by Levene's Test showed that the assumption of homogeneity of error variance was satisfied in the case of the stress-induced factors, (F (87, 42) = 1.21, p =.251), but failed in the case of the sports performance, (F (87, 42) = 2.05, p =.006), indicating that the variances across groups of the latter variable were different.

4.2 Between-Subjects Effects

Table 1 shows the findings of the General Linear Model (GLM) that investigated the effects of socio-demographic factors on the stress-induced factors and the measures of sports performance. The general model was important to both dependent variables, which included stress-induced factors (F (21, 108) = 4.25, p < .001) and sports performance (F (21, 108) = 7.47, p < .001).

In particular, the age of the participants had a major impact on stress-induced factors (F (3, 108) = 3.10, p =.030). Marital status also played a major role in influencing the sports performance (F (4, 108) = 4.00, p =.005), where the performance level among married coaches was greater, possibly because of strong emotional and social support. The experience of coaching also showed a significant impact on factors that caused stress (F (4, 108) = 6.18, p = .001), whereas the existence of coaching specialisation had a significant impact on sports performance (F (3, 108) = 6.24, p = .001). The results indicate that the factors of demographic and professional background play a paramount role in the determination of stress and the results of performance among coaches.

Table 1: *Tests of Between-Subjects Effects of General Linear Model on the Influence of Socio-Demographic Factors on Stress-Induced Factors and Sports Performance Indices*

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	P. value
Corrected Model	Stress-Induced Factors	11.302a	21	.538	4.245	.000
	Sports Performance	24.860b	21	1.184	7.466	.000
Intercept	Stress-Induced Factors	164.945	1	164.945	1301.136	.000
	Sports Performance	133.520	1	133.520	842.079	.000
Gender	Stress-Induced Factors	.081	1	.081	.641	.425
	Sports Performance	.087	1	.087	.549	.460
Age	Stress-Induced Factors	1.177	3	.392	3.095	.030
	Sports Performance	1.142	3	.381	2.401	.072
Marital	Stress-Induced Factors	.090	4	.023	.178	.949
Status	Sports Performance	2.534	4	.633	3.995	.005
Educational	Stress-Induced Factors	.555	2	.278	2.190	.117
Level	Sports Performance	.424	2	.212	1.339	.267
Coaching	Stress-Induced Factors	3.131	4	.783	6.175	.000
Experience	Sports Performance	1.014	4	.253	1.599	.180
Coaching	Stress-Induced Factors	.442	3	.147	1.162	.328
Specialization	Sports Performance	2.970	3	.990	6.243	.001
Socio-Economic	Stress-Induced Factors	.329	2	.164	1.297	.277
Status	Sports Performance	.927	2	.464	2.924	.058
Cultural	Stress-Induced Factors	.095	1	.095	.749	.389
Background	Sports Performance	.185	1	.185	1.165	.283
Athlete Background	Stress-Induced Factors	.299	1	.299	2.359	.127

Note: Significant results are in bold.

The Pearson correlation analysis indicated a significant positive correlation between stress-induced factors and mental well-being (r =.263, p = .003). This suggests that higher perceptions of stress levels are associated with poorer mental health among coaches. Covariance between stress-inducing factors and mental well-being was 0.194, implying a moderate linear relationship between the two variables.

Table 2: Pearson Correlation between Stress-Induced Factors and Mental Well-Being among Coaches

Variables	**r**	***P* < value**
1. Stress-Induced Factors	0.263	**.**003
2. Mental Well-Being		

Note: N=130. P <.001 (two-tailed)

4.3 Factorial Correlations on Stress Management and Stress-Induced Factors

The additional correlation analysis revealed that unrealistic expectations from university administrators were substantially correlated with an orientation to winning competitions, work overload, lack of support between colleagues, and personal problems (all $p < .001$). Poor institutional support was also significantly correlated with personal stressors, underscoring the influence of organisational conditions and elements on the stress levels of coaches.

Table 3: *Significant Correlations (One-Tailed) of Factorial Analysis on the Effectiveness of Stress Management Techniques in Reducing the Impact of Stress-Induced Factors*

Variables	*p*-value
Inadequate resource allocation → Inadequate support from colleagues and supervisors	0.004
Unrealistic expectations from university administrators → Emphasis on winning competitions	< .001
Unrealistic expectations from university administrators → Excessive workload	< .001
Unrealistic expectations from university administrators → Inadequate support from colleagues	< .001
Unrealistic expectations from university administrators → Personal issues	< .001
Emphasis on winning competitions → Excessive workload	< .001
Emphasis on winning competitions → Inadequate support from colleagues	< .001
Excessive workload → Inadequate support from colleagues	< .001
Inadequate support from colleagues → Personal issues	< .001
Ambiguity regarding role definitions → Fear of job insecurity	.003
Fear of job insecurity → Personal issues	.003

Note. Determinant = .106

4.4 Summary of Findings

All the results suggest that socio-demographic factors, namely age, marital status, coaching experience, and specialisation, are key predictors of stress experiences and performance gains among coaches. High levels of stress were associated with poor mental health and organisational experience factors, which included unreal expectations and a lack of support systems were associated with aggravated stress levels. Such findings highlight the importance of institutional policies to deal with occupational stress and enhance mental health among sports coaches in the Ghanaian universities in the public sector.

5. Discussion

This study investigated the predictive influence of socio-demographic factors on stress-induced factors and sports performance indices, examining the relationship between stress-induced factors and mental well-being, and assessing the effectiveness of stress management techniques among coaches in Ghana's public universities. The findings of this study align with existing literature on the impact of socio-demographic variables on stress levels and sports performance. It has always been observed that gender factors (Pradhan, 2019), age (Hill & Hemmings, 2015), marital status, education level, coaching experience (Rusli, 2022), and socio-economic status (Rusli, 2022) have an impact on the experience of stress in an individual and his or her performance in sport. As an example, a study by Furnham et al. (2022) revealed that the stress levels of coaches were highly dependent on their gender, age, as well as coaching experience. On the same note, research by Leibovitz and Martin (2022) established that the socio-economic status and cultural background of coaches affected their state of stress and performance.

The implications of the study findings are that it is essential to work on these obstacles to ensure the establishment of a supportive and inclusive coaching environment in line with the studies that indicate the relevance of organisational support to fostering the excellence of coaching (Vargas & Madrigal, 2018). The necessity to address stress and bias, build coaching skills, and get resources and opportunities through mentorship, resources, and guidance is consistent with the literature on the main features of good coaches and coaching climate (Frazier, 2021).

5.1 The connection between factors induced by stress and mental well-being

Remarkably, the findings of the study were consistent with empirical literature on the association between stress and mental well-being among coaches. Studies have always revealed that coaching is a highly demanding occupation that may adversely affect mental health, such as anxiety, burnout, and depression (Kim, 2023).

The fact that the relationships between the factors that increase stress and mental well-being are positive confirms the findings of prior research that has demonstrated similar relationships and emphasises the complexity of stress-mental health interaction (Bacaro et al., 2023). The qualitative information, which indicates the difficulties coaches are experiencing, such as stress, anxiety, and burnout, is consistent with the body of research, showing that coaches have an emotional toll on their mental health and well-being (Ciff, 2024).

The results of the current study indicate the presence of a reciprocal correlation between mental well-being and stress, which is consistent with the study by Dimyathy and Hazim (2023, indicating the bidirectional relationship between mental state and

stress. The coaches reported feeling overwhelmed, having emotional load, and being pressured to perform, which matches the findings of studies on the demands of the coaching profession that may cause stress, anxiety, and burnout (Amit et al., 2020).

The research proposes that mental health should be prioritised over the well-being of coaches. Supports literature underline the significance of mental health support of coaches and the availability of resources, mentorship, and support groups (Jorm, 2022). The stress management and emotional regulation strategies necessary for proper coping mechanisms are consistent with the studies of well-being and performance of coaches (Narahari et al., 2021).

5.2 Measurability of the stress management strategy in minimising the effect of the factors induced by stress.

The result of the current study is consistent with the current research in the field of coaching stress and performance. The studies have continuously revealed that the coaches are stressed due to multiple factors, such as administrative (Muir & Lyle, 2024), winning focus (Muir & Lyle, 2024), load (Hemmings &Hill, 2014), lack of support (Francis & Francis, 2017), and personal (Francis & Francis, 2017) factors.

Three key factors that led to stress among coaches were identified as institutional pressures and support issues, organisational clarity and resource allocation, and personal and job security issues are in accordance with the past research. Indicatively, Kiens et al. (2024) established a significant relationship between the stress levels of coaches and their perceived lack of support by the administrator and colleagues.

The existing literature confirms that helping to reduce stress through administrative pressures, strengthening of support systems, refining role expectations, and job security can help in reducing stress and enhancing the performance of coaches. The research has revealed that the key factor in lowering coaching stress and improving performance is to have an effective support system (Thi, 2024), role expectations (Chatterjee & Sawhney, 2017), and job security (Chatterjee & Sawhney, 2017). The application of different coping strategies, such as exercise and finding support, and maladaptive strategies, such as using substances and avoidance, by coaches is consistent with the literature on coping in coaches (Al Homoud & Ibrahim, 2023).

The relevance of self-care and intentional stress management to the maintenance of a coach's mental health and wellness is supported by the literature, which emphasises the importance of self-care and stress management in maintaining mental health (Al Homoud & Ibrahim, 2023). The utilisation of different methods of stress management, such as exercise, meditation, and deep breathing, and such practices as journaling, reading, and spending time with loved ones by coaches, is related to the literature on effective stress management practices (Wahidul et al., 2019). The implementation of specific stress management strategies can reduce stress in coaches, resulting in improved well-being and performance, which aligns with the literature on the significance of stress management interventions in preserving mental health and well-being (Lapierre et al., 2023). Through constant evaluation and modification of their stress management plans, coaches are able to sustain their mental health and well-being, increase the general quality of life, and achieve better performance as coaches.

6. Conclusions

In this research, it was established that gender, age, marital status, education, coaching experience, and socio-economic background are all socio-demographic factors that play a significant role in influencing the levels of stress and performance in sports among coaches in Ghanaian universities in the public sector. These variables have an impact on stress-related factors and performance indices, and there is a necessity for specific support systems. Discrimination, prejudice, and cultural issues are also presented as challenges in the study as they impact the effectiveness, respect, and access to resources of coaches. In the quest to establish an inclusive environment, the presence of mentorship, bias, work-life balance, and better access to resources are necessary to foster the well-being and performance of coaches.

The study showed that there was a strong correlation between the factors causing stress and the mental health of coaches in the state universities of Ghana. The numerical data show that the higher the perceived stress level among coaches, the lower their own mental well-being is, which proves the existence of a reciprocal relationship between stress and mental health and vice versa. The paper highlights the value of mental health as a priority for coaches to overcome these obstacles and preserve their health. The support mechanisms, including mentorship programs, mental health practitioners, and coaching associations, are essential towards balance. Nevertheless, numerous coaches face barriers to the use of these resources as a result of such problems as availability, cost, and social stigma. The coaches will be in a better position to improve their well-being and perform optimally by implementing strategies to balance their professional and personal lives and turn to support as needed.

Finally, the study examined stress-induced variables that influence the performance of coaches in the universities in Ghana, which showed that the stressors were closely related to administrative demands, focus on winning, high workload, no support, and personal problems. All these stress processes were grouped into three broad elements, which included institutional

pressures and lack of support, organisational clarity and resource allocation, and personal and job security issues. To respond to these areas by means of interventions like lessening administrative load and burdens, improving the support systems, clarifying role expectations, and job security was found to be critical in reducing stress and improving coaching performance. The paper recommends that ongoing evaluation and adjustment of stress coping strategies are essential in improving the state of well-being, enhancing the performance of coaches, and ensuring that the coaches lead a better life.

7. Recommendations

According to the results of the study, it was suggested that the coaches should be given the required support and materials to cope with stress and biases. Colleges and Universities must have mentorship programs, have coaching associations and access to mental health professionals and support groups. Such programmes will not only be beneficial in helping the coaches to advance in their professionalism, but also foster a coaching culture of excellence.

Additionally, the coaches should also prioritise their psychology through seeking help when in need. Universities ought to make sure that coaches have access to holistic support networks such as mental health professionals, support networks and counselling services. This access will be important to facilitate the mental health of the coaches, which indirectly influences the coaching performance.

Finally, coaches should also constantly evolve and use the best method of stress management, including regular physical activity, meditation, and building social support networks. The universities must be able to give the required resources and support to assist the coaches in enhancing their stress management skills, hence improving their well-being and maximising their ability to deliver effectively.

Declaration

Ethical concerns: The respondents signed an informed consent prior to the administration of the questionnaires to them.
Funding of the study: The research was not funded.
Conflicting interest: The study does not have competing interests.
Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

Authors' Contribution

Tahiru Yusif Amuda: Initiated the study, framed the research questions, reviewed literature, and wrote sections of the methodology, designed the instrument, collected data, and drafted the initial manuscript.
Monday Omoniyi Moses: Did additional literature review, re-structured the methodology, contributed to the data analysis, and sections of the discussion.
Munkaila Seibu: Contributed the data analysis, conclusion and recommendations, and ensured adherence to journal submission guidelines.

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