The Impact of Habits of Mind on Leadership Skills for Volleyball Coaches in Palestine: The Mediating Role of Personal Traits

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Abstract:

The purpose of this study was to examine, through the mediating role of personal traits, the influence of mental habits (such as perseverance, listening with empathy and understanding, communicating with clarity and precision, thinking flexibly, and finding humor) on volleyball coaches' leadership abilities (both technical and human). To accomplish the study's goals, the researchers created a questionnaire with forty-seven items to collect primary data from the study sample, which included eighty-nine volleyball coaches in the West Bank and Palestine. To accomplish the goals of the study, a variety of statistical techniques were used to gather, examine, and test data and hypotheses. The results of the study show that:

The leadership abilities of volleyball coaches in Palestine are significantly impacted at the $P \leq 0.05$ level by entrepreneurial orientation (supporting, listening with empathy and understanding, communicating clearly and precisely, thinking flexibly, and finding humor). Entrepreneurial orientation (persistence, listening with empathy and understanding, communicating with clarity and precision, thinking flexibly, and finding humor) has a significant ($P \leq 0.05$) impact on leadership abilities among volleyball coaches in Palestine through personal characteristics. There were also limitations, suggestions for further research, theoretical and practical ramifications, and a conclusion.

Keywords: Habits, Habits Of Mind, Leadership Skills, Personal Traits, Palestine.

1. Introduction:

In 1885, Costa and Kallick created the concept of "habits of mind," characterizing them as the actions of intelligent individuals when confronted with difficult-to-solve problems (Neng et al.,2023). This concept is emerged from the field of brain research and education (Alhamlan et al.,2017; Al Jasser, 2018; Yustinah et al.,2023; Alakashee, 2021; Ashraf & Ahmed, 2016). According to Gardner (1983), and Wood (2017), "habits" are behaviors that can be used appropriately without requiring

intense thought or requiring brain activity that was not initially adopted. According to Costa and Kallick (2000) and Gershman et al (2016) habits are "a set of dispositions learned and practiced before an individual can accomplish a specific task set almost effortlessly. Effective leaders rely on their "habits of mind" when faced with challenges, mysteries, or disagreements that don't have an obvious solution (Costa & Kallick, 2001). These behaviors include, but are not limited to, persisting, thinking flexibly, posing questions,

managing impulsivity, and listening to others (Costa et al.,2020; Julio 2020). According to Szabo (2012), "sports coach " is an "instructor who trains and motivates professional and amateur athletes". In addition to designing appropriate training plans to advance athletes' physical fitness, "sports coaches" may also provide psychological support to enhance their performance. Their goal is to help athletes reach peak performance by improving their physicaland mental health. To effectively engage with athletes and players, a sports coach must possess interpersonal, social, technical, communication skills in addition to mental skills.

However, despite the importance of the sports coach, very little is known about how habits of mind influence enhancing the leadership skills of sports coaches, given the scarcity of theoretical or experimental research in this field, especially in the local and Arab environment. Thus, the first goal of this study is to determine the degree of (mental habits, leadership abilities, and personal characteristics) among volleyball coaches in Palestine/West Bank. and (2) to close the gap by carrying out a field study on how mental habits affect volleyball coaches' leadership abilities in Palestine, with a focus on the mediating function of individual characteristics. The literature review, study methodology, variable and hypothesis analysis, and conclusions, theoretical and practical implications, limitations, and recommendations for further research are covered in the remaining portion of this study.

1.1. Study Problem

The researcher's thorough review of the literature reveals that, to the best of the researcher's knowledge, there aren't many studies or researchers on this topic, particularly in the local and Arab regions. Therefore, the study's challenge is to find out how Palestinian sports clubs are trying to develop their coaches' leadership abilities based on their mental habits, how habits of mind contribute to this, and how personal characteristics may help to explain how habits of mind affect volleyball coaches' ability to develop leadership abilities in Palestine and the West Bank. Furthermore, this research aims to address the following primary questions: What is the relative significance of (personal characteristics, leadership abilities, and thought patterns) among

among volleyball coaches in Palestine/West Bank?

1.2. Study Hypotheses and Model

H01: There no statistically significant impact at (P ≤ 0.05) significance level of habits of mindwith its dimensions (Presisting, listening with understanding and empathy, communicating with clarity and precision, thinking flexibility, finding humor) on leadership skills among volleyball coaches in Palestine.

H02: There no statistically significant impact at (P ≤ 0.05) significance level of habits of mindwith its dimensions on leadership skills among volleyball coaches in Palestine through personality traits.
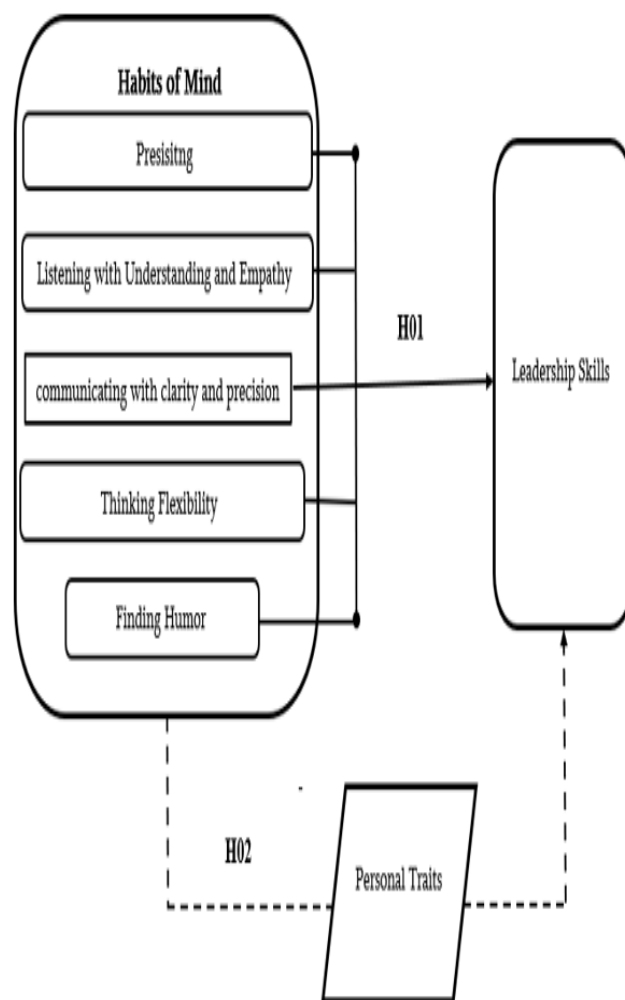
Study Model:

Figure 1: Study Model

2. Literature Review

2.1. Habits of Mind

In 1885, Costa and Kallick created the concept of "habits of mind," characterizing them as the actions of intelligent individuals when confronted with difficult-to-solve problems (Neng et al.,2023). According to Altan et al. (2019) and Dwirahayu et al. (2018), "habits of mind" refer to an individual's intelligent behavior that solves problems for which the solution is not immediately apparent." Habits of mind" refers to thought patterns. Behaving and acting in a certain way repeatedly until it becomes automatic is called a habit (Aisyah & Sofyan, 2014; Faqih et al., 2021; Handayani, 2015). Additionally, "habits of mind" are also referred to as "habits of thought," as defined by Costa and Kallick (Dwirahayu et al., 2018). These are the traits of an intelligent person when they tackle a problem for which there is typically no easy solution. "Habits of mind" are behavioral patterns that are practiced consciously and purposefully over time rather than being innate or natural talents (Hasanah & Purwasih, 2022).Malasari et al. (2019) assert that "habits of mind, which shows the importance of habits of mind in learning theories," can support problem-solving success. The framework for building dispositions leaders use when faced with issues and circumstances for which there isn't a clear solution is provided by Habits of Mind (Costa et al.,2020). When leaders use these traits to

collaborate with their team members, they both encourage and model interdependence and creativity. By encouraging their critical thinking, creativity, problem-solving, and communication abilities, a leader who prioritizes the well-being of their team members cultivates an effective culture.

Costa and Kallick's (2000) 16 Habits of Mind include the following: applying past knowledge to novel situations; creating, imagining, and innovating; finding humor; gathering data through all senses; listening with understanding and empathy; managing impulsivity ; metacognition (thinking about thinking); persisting; questioning and problem posing; remaining open to continuous learning; responding with wonderment and awe; striving for accuracy and precision; taking responsible risks; thinking and communicating with clarity and precision ; thinking flexibly ; thinking interdependently (Altan et al.,2019) . Of those sixteen habits, the current study adopted five of them as dimensions of the independent variable (habits of mind), namely: listening with understanding and empathy; thinking flexibly; persisting; communicating with clarity and precision; finding humor.

2.1.1. Communicating with Clarity and Precision

Thought and language are intertwined, leaders are interdependent, much like two sides of a coin. Thinking is reflected in fuzzy, vague language. Effective leaders try to communicate clearly both orally and in writing, using exact language, definitions of terms, proper names, universal labels, and analogies (Costa et al.,2020). They try to stay away from deletions, distortions, and oversimplifications (Costa & Kallick, 2008), rather, they bolster their claims with justifications, analogies, calculations, data, and proof. Leaders who prepare ahead of time are practicing their messages in their minds. They consider the key ideas they want to get across and the best way to organize their presentation. This holds true for written and spoken communications alike.

According to Costa & Kallick (2008), an effective leader use some of the following techniques to become more precise and clearer, for example, before speaking they mentally rehearse what they are going to say and they define and focus their communication and listening skills, leaders have internal conversations in which they pose questions to themselves and come up with responses, Steer clear of deletions, distortions, and over simplifications. In addition, they bolster claims with justifications, analogies, figures, and proof, before speaking, leaders inhale deeply and give themselves some time to reflect, turn into observers of both their own and other people's language (costa et al.,2020). Also, leaders pay attention to the

words used, the

information offered to back up an assertion or explanation, the emotions being shown, and they ask for input from others. In order to keep refining both their craftsmanship and communication, leaders assess understanding.

2.1.2. Listening with Understanding and Empathy

Listening is a multifaceted, sophisticated skill (Covey,1989). Ability to listen, understand, and sympathize with others is a skill that effective leaders acquire. Leaders invest a great deal of time and effort into listening to others. In order to get a sense of the feelings and intentions of the other person, they also pay attention to what might be said behind closed doors (Costa et al.,2020). They use this as a highly regarded leadership trait when fostering connections and expanding creative processes. Successful leaders concentrate on "listening with understanding and empathy" and use strategies as: investing mental resources and time in the ideas of another person(Costa, 2001) ; letting differences of opinion exist, a good listener tries to comprehend what is being said, leaders show empathy and comprehension for the thoughts and emotions of others(Costa & Kallick, 2008); searching for clues about the other person's emotions or feelings, they can pick up on cues by observing their body language and speech patterns(Aljasser ,2018).Leaders take stock of what they have seen; expanding on the remarks made (Alhamlan et al.,2017); putting aside one's own principles, assessments, beliefs, and biases (Atlan et al.,2019;Alhamlan et al.,2017).

2.1.3. Persisting

The key to solving any problem is "persisting (Costa,2001)." Effective leaders come up with and try out several path solutions when faced with unclear or uncertain situations, as they overcome the frustration and uncertainty of figuring out a solution, they build the ability and self-assurance to know what to do when they're unsure of what to do (Costa &Kallick ,2000). Efficacious leaders strategically" apply this habit thru breaking down

the issue into manageable steps and working to complete each one that leads to the desired result (Costa & Kallick, 2008); going over guidelines, instructions, or success criteria and looking for anything that was overlooked along the way; or assuming something and figuring out what went wrong (Costa & Kallick,2015), posing questions, and employing encouraging self-talk to persevere through the task at hand (Van et al.,2021. According to Costa et al. (2020), sometimes, others may have encountered similar issues or may be able to offer a different range of solutions.

2.1.4. Thinking flexibility

Our organizations will probably continue to operate in an environment that is changing quickly as we live in it. Being able to think flexibly involves both attitude (being receptive to new ideas) and action (knowing when and how to use new information and broaden our horizons). As leaders, they understand the value of flexibility and developing the ability to revise our opinions in response to new information (Costa & Kallick,2000). It is up to leaders to decide when to think big and when to get specific. They promote original and creative thinking when faced with obstacles or problems (Costa & Kallick, 2015). Effective leaders use metacognitive questions to think flexibly, such as: in what other ways might they think about this, what is another perspective, what else might try when get stuck, how does stepping back and looking at the big picture (the whole), and open eyes to new innovative ideas, and when and why should they change their thinking and their actions (Costa et al.,2020)

2.1.5. Finding Humor

Leaders with a sense of humor can diffuse conflict and foster the exchange of creative ideas. In situations where stress is high, it is extremely helpful. Humor has been shown to enhance decision-making and problem-solving skills in challenging circumstances, which can result in more creative and prosperous organizations (Costa et al.,2020)."Efficacious leaders" can develop a sense of humor through the use of strategies such as: genuineness and honesty; the ability to laugh at

oneself without shame, which implies that everything is well; making light of difficulties; Continue working out; sense of humor will develop over time; learn to appreciatethe unexpected(Atlan et al.,2019; Costa & Kallick, 2008).

2.2. Leadership Skills of the Sports Coach

An instructor who develops and inspires both professional and amateur athletes is known as a sports coach. Sports coaches create training plans that are appropriate for improving athletes' physical fitness and may also provide psychological support to improve players' performance (Szabo,2012; Dieffenbach et al.,1999). Their goal is to assist in enhancing an athlete's mental and physical state so they can compete at their highest level (Kaya,2014). To communicate effectively with athletes and players, coaches employ a variety of "soft skills (Mahoe,2007)." Interpersonal, social, and communication skills are necessary for a career as a sports coach

(Bruke et al.,2010; Takahashi et al.,2012). A few of the best abilities that coaches can have are as follows:

Communication. To teach athletes the regulations of various sports, sports coaches need to be proficient communicators and listeners (Takahashi et al.,2014). They convey methods and approaches in a straightforward and intelligible way. Effective communication is essential for inspiring the team and giving athletes clear instructions that they can comprehend and follow skills (Mahoe,2007).

Leadership Skills. Sports coaches provide players with one-on-one motivation and team- winning tactics (Becker,2009). Positivity in communication, management abilities, and motivating athletes to give their all are examples of leadership traits (Mahoe,2007). One duty of a sports coach is to encourage underprivileged groups to adopt healthier lifestyles.

Decision – Making Skills: Sports coaches determine the best course of action after evaluating their team's performance in games and other sporting events (Kaya,2014). They are knowledgeable about penalties, time-outs, and other referee rulings (Balyi & Williams, 2009). They make the decisions about player substitutions and whether a player needs medical attention (Kaya,2014).

Interpersonal skills. These abilities, which are also known as people skills, are crucial for building positive bonds with parents, physiotherapists, other coaches, and athletes (Takahashi et al.,2014. Coaches need to have a strong sense of teamwork, empathy, emotional intelligence, and active listening in order to connect with athletes and teams. Being a sports coach requires building relationships with a variety of people (Szabo,2012), so being successful in this line of work requires having strong interpersonal skills (Takahashi et al.,2014).

Enthusiasm and dedication. Sports coaches are committed to their sport, as well as to the athletes and team they manage (Becker, 2009). They show up for routine practices, which are frequently held on the weekends and in the evenings. They give the team advice on how to train harder and more efficiently and assist in enhancing their strength and endurance (More, 2008).

Patience. A coach's role includes encouraging team members who might be on the verge of burnout (Dieffenbach et al.,1999). They keep the group moving forward and provide consolation and support when morale flags (Takahashi et al.,2012). They might deal with young people who lead difficult lives and who act in challenging ways, being a coach requires you tobe able to work with people from a variety of backgrounds (Balyi & Williams, 2009).

Physical Stamina. Coaches typically maintain very high levels of fitness and are avid sports fans (Burke et al.,2009). To stay in shape and stay abreast of new methods and strategies, they

might participate in a variety of sports (Szabo,2012). They give new players instructions onhow to play and a rundown of the skills and rules (Takahashi et al.,2014).

3. Methodology

3.1. Type and nature of the study:

This study is explanatory in terms of purpose as it links cause to effect, applied in terms of nature, and cross-sectional in terms of the time horizon**.**

3.2. Population and Sample

Population refers to the total number of people in a group, events, or things of interest that a researcher wishes to investigate**"** (Sekaran, 2003, p. 265)**.** A sample refers to a representative segment of the population that is used for the study, and the use of a sample in the study is dueto several reasons, such as the inability to survey all members of the population (Saunders et al., 2016, p. 275)**.** The study population consisted of all sports clubs in the West Bank/Palestine, which numbered (89) clubs. The researcher adopted a comprehensive survey method, and the representative sample of the population of (89) clubs is (89) volleyball coaches. Respondents' profiles are presented in Table 1, showing the sample's demographic characteristics.

Table 1. Respondents' Profile

Characteristics	(N= 89)	Percentage (%)
Coaching Experience (in years) Less than 5	27	
5 - 10	19	30.3
More than 10 Training qualification Level 1	43	21.3
Level 2		48.3
Level 3 Education Level Diploma or less Bachelor's Postgraduate Age (in years) Less than 30	44	
	40	49.4
	05	44.9
		5.6
30 - 45	16	
More than 45	46	18.0
	27	51.7
		30.3
	17	19.1
	56	62.9
	16	18.0

The table above makes it evident that 48.3% of participants have more than ten years of experience. This suggests that Palestinian sports teams hire seasoned coaches to boost their competitiveness and winning potential. Of those who participated, 49.4% had first-level training qualifications. 51.7% of participants have a bachelor's degree, according to their qualifications.

However, young people between the ages of 30 and 45 made up 62.9% of the participants.

3.3. Unit of analysis: The sampling unit consists of the organization in sports clubs represented by volleyball coaches in Palestine/West Bank.

3.4. Data collection methods:

Two methods relied upon to collect data: secondary sources and primary sources, as follows**:**

3.5. Secondary sources

Secondary data refers to information collected by someone other than the researcher conducting the

current study" (Sekaran, 2003, p. 222). Data related to the theoretical framework of the current study will be obtained by referring to secondary data sources such as relevant references, periodicals, articles, reports, research, and studies that dealt with the subject of the study.

3.6. Primary sources

Primary data refers to information obtained directly by the researcher about the variables of interest for the specific purpose of the study" (Sekaran, 2003, p. 219). Primary data can be requested from individuals and

The original questionnaire consists of 4 sections: *the first section* consists of some demographic focus groups through survey questionnaire, interview and observation (Saunders et al., 2016). The primary data for the current study was collected through online questionnaire which developed by the researcher that has been used before in many previous studies (e.g. Al Jasser ,2018; Van Tonder & Bunt, 2021) that are related to the study variables: Habits of mind, leadership skills, and personal traits. characteristics of the sample, namely (coaching experience, training qualification, education dimensions. The third section includes 23 items that measure the dimensions of personal traits with its sub dimensions. Fourth group includes 21 items that measure the dimensions of leadership skills with its sub dimensions. To answer the questionnaire, all items were rated on a 5 - Likert scale, with scores ranging from 1 to 5, where (Very large = 5, large = 4, medium = 3, little = 2, very little = 1). dimensions distributed as follows: 33 items that measure habits of mind with its 5 sub ddimensio sub dimensio dimensiobs dimensions dimension (ddimensions(perseverance, listening with understanding and empathy,p level, and age). The second section includes (82) items that measure the study main and sub -

Various electronic devices were used to administer the online questionnaires. Considering the most recent literature reviews on these kinds of research procedures, with regard to ethics in sport and exercise science research, the average time spent completing the questionnaires was about 20 minutes. The university's ethics committee also gave it their blessing (Code: NO. DI-F1-RP-12). Every participant received information about the study's features, potential advantages, and risks. A consent form to participate in the study voluntarily was then completed and signed. From January to March of 2022, the survey was distributed online.

In order to verify the accuracy and validity of the paragraphs, the questionnaire was shown to a group of six highly qualified professors from Palestinian universities. After reviewing every comment made by the arbitrators, the researcher changed and removed a few questions. The final version of the questionnaire become 78. While, regarding the questionnaire reliability, a Cronbach alpha test was conducted to measure the extent of internal consistency in the questionnaire items. The values of the internal consistency coefficient for the sub variables in the independent variable habits of mind was (91%), the values of the Cronbach alpha coefficientfor the sub variable items of the personal trait's variable was (81%) , the values of the internal consistency coefficient for the sub variable items of the dependent variable leadership skills was(84%) , the total degree was (95%). All values are greater than 0.7, which confirms the presence of internal consistency in the questionnaire items (Taber,2018). This indicates that the tool is very dependable and open to additional research.

3.7. Model Fit Test

The normal distribution test, the linear correlation test, and the autocorrelation test were all conducted to determine the suitability of the current study's data to linear regression analysis. The results of the normal distribution test showed that the value of Kolmogorov–Smirnov teststatistic Z had reached 0.117 for habits of mind, 0.135 for leadership skills, and 0.137 for personality traits (0.433), all of which are not significant, and this proves that the distribution is normal, and the values of the variance inflation factor were calculated and all of them were greater than 1 and less than 10, which indicates that there is no linear relationship between theindependent study variables (Sekaran & Bougei, 2010, P. 351). The results of the Durbin -

Watson test also showed that all calculated values of (D-W) fall outside the tabular lower values(dL), as well as outside the limits of the tabular upper values (dU), which indicates that the datais free of the problem of auto correlation (Montgomery, &

Vining, 2006, 477- 478).

4. Results Analysis and Discussions

4.1. Relative Importance of the Study Variables

Tables (2, 3, 4) show the relative importance of the study variables.

Table 2: The relative importance of habits of mind variables

Habits of mind dimensions	Mean	Rank	Relative Importance
Presisting	4.01	2	High
listening with understanding and empathy	3.86	4	High
Communicating with clarity and precision	4.04	1	High
Thinking flexibility	3.89	3	High
Finding humor	3.27	5	High
Habits of mind	3.81	High	

As can be seen in Table 2, the overall level of mental habits was high (M = 3.81), and the subdimensions were ranked as follows: listening with empathy and understanding (M = 3.86), finding humor (M = 3.27), communicating clearly and precisely (M = 4.04), and resisting (M = 4.01).

Table 3: The relative importance of personal traits variables

Personal traits dimensions	Mean	Rank	Relative Importance
Ambition	3.41	4	Average
creativity	3.47	2	Average
self-confidence,	3.44	3	Average
responsibility	3.68	1	High
Personal traits	3.5	Average	

With respect to the relative significance of the variables pertaining to personal traits, table 3 indicates that the overall degree of personal traits was average (M = 3.5), with the subdimensions organized as follows: ambition (M = 3.41), self-confidence (M = 3.44), and creativity (M = 3.47).

The only high factor was responsibility (M = 3.68). As a result, clubs in Palestine need to focus more on individual characteristics and their sub-dimensions, particularly ambition, creativity, and self-assurance.

Table 4: The relative importance of leadership variables

leadership skills dimensions	Mean	Rank	Relative Importance
technical skills	4.23	1	High

Human skills	4..14	2	High
Leadership skills	4.19	High	

Regarding the relative significance of the leadership dimensions, table 4 demonstrates that the overall degree was high (M = 4.19), with the subdimensions grouped as follows: "ambition (M = 3.41), technical skills (M = 4.23), and human skills (M = 4.14)." This suggests that volleyball clubs in Palestine focus primarily on the technical and interpersonal abilities of their coaches.

4.2. Testing the study hypotheses

H01: There no statistically significant impact at (P ≤ 0.05) significance level of habits of mindwith its dimensions (Presisting, listening with understanding and empathy, communicating with clarity and precision, finding humor) on leadership skills among volleyball coaches in Palestine.

To analyze this hypothesis, stepwise multiple linear regression analysis was used and the resultswere as follows:

Table 5: Model summary and analysis of variance

No.	Model	Model Summary		Analysis of variance NOVA		
		R	R^2	Calculated F	DF	Sig F*
1	Communicating with clarity& precision	0.695	0.483	141.508	1	0.000
2	Communicating with clarity& precision Thinking flexibility	0.762	0.580	102.841	2	0.000
3	Communicating with clarity& precision Thinking flexibility Presisting	0.751	0.56	73.431	3	0.000
4	Communicating with clarity& precision Thinking flexibility Presisting Finding humor	0.778	0.61	55.586	4	0.000

The results of Table 5 and in the model summary and the first model showed that communication with clarity & precision explained (48.3%) of the variance in leadership skills,in the second model of the model summary, it was found that Communication with clarity and precision and thinking flexibility together explained (58%) of the variance in leadership skills,in the third model of

the model summary, it was found that Communication with clarity & precision, thinking flexibility and Perseverance together explained (56%) of the variance in leadership skills, as for the fourth model of the model summary, it was found from the model summary that Communication with clarity & precision, Thinking flexibility, Perseverance Finding humor together explained

(61%) of the variance in Leadership skills, also ,it was shown that the F calculated value in the four models is at a significant level of (Sig = 0.000), and thisproves the significance of the regression.

Table (6): Analysis of Coefficients

No.	Model		Coefficients' table	
		β	Calculated T	Sig. F.
1	Communicating withclarity & precision	0.695	11.936	0.000
2	Communicating withclarity & precision	0.432	6.173	0.000
	Thinking flexibility	0.405	5.812	0.000
3	Communicating withclarity & precision	0.346	4.359	0.000
	Thinking flexibility	0.362	5.031	0.000
	Presisting	0.161	2.138	0. 033
4	Communicate with clarity& precision	0.384	4.761	0.000
	Thinking flexibility	0.36	5.128	0.000
	Presisting	0.175	2.325	0.019
	Finding humor	- 0.116	-2.061	0.038

It is clear from the coefficients table (6) that all (β) values at different levels of (t) values fall at a significance level ranging between (0.000 - 0.38), and all of them are less than (0.05) and are significant at the level (P $\leq$ 0.05), this proves the significance of the regression coefficients in the four models. Based on the above, we cannot accept the null hypothesis (H01) and accept the alternative, which states: "there is a statistically significant effect at a significant level (P $\leq$0.05) for habits of mind in its dimensions (Presisting , listening with understanding and empathy, communicating with clarity and precision, thinking flexibility, and finding humor) onleadership skills in terms of its combined dimensions (technical and human skills) among volleyball coaches in Palestine".

H02: There no statistically significant impact at (P $\leq$ 0.05) significance level of habits of mindwith its dimensions on leadership skills among volleyball coaches in Palestine through personality traits.

To test this hypothesis, path analysis was used to verify the presence of an indirect effect of personal traits as a mediating variable in the relationship between habits of mind in its dimensions and leadership skills in their dimensions together. Table (7) shows the results of themodel fit test.

Table (7) Summary of model fit

Statement	Calculated Chi^2	Sig. level	GFI	CFI	RAMSEH
Habits of mind and their dimensions in leadership skills in the presence of personal traits.	43.613	0.000	0.926	0.952	0.121

The results of Table (7) indicate that the value of the calculated Chi2 is equal to (43.613) at a significance level (0.000), which is statistically significant. The table also shows that the Quality Fit Index (GFI) is equal to (0.926), and the Comparative Fit Index (CFI) is equal to (0.952), and both of them are close to the number 1. It was also shown that the root mean error of approximation RAMSEH is equal to (0.121), which is close to zero. All of the above indicators support the fit of the model. Figure (2) shows the results of the path analysis to demonstrate the indirect effect.
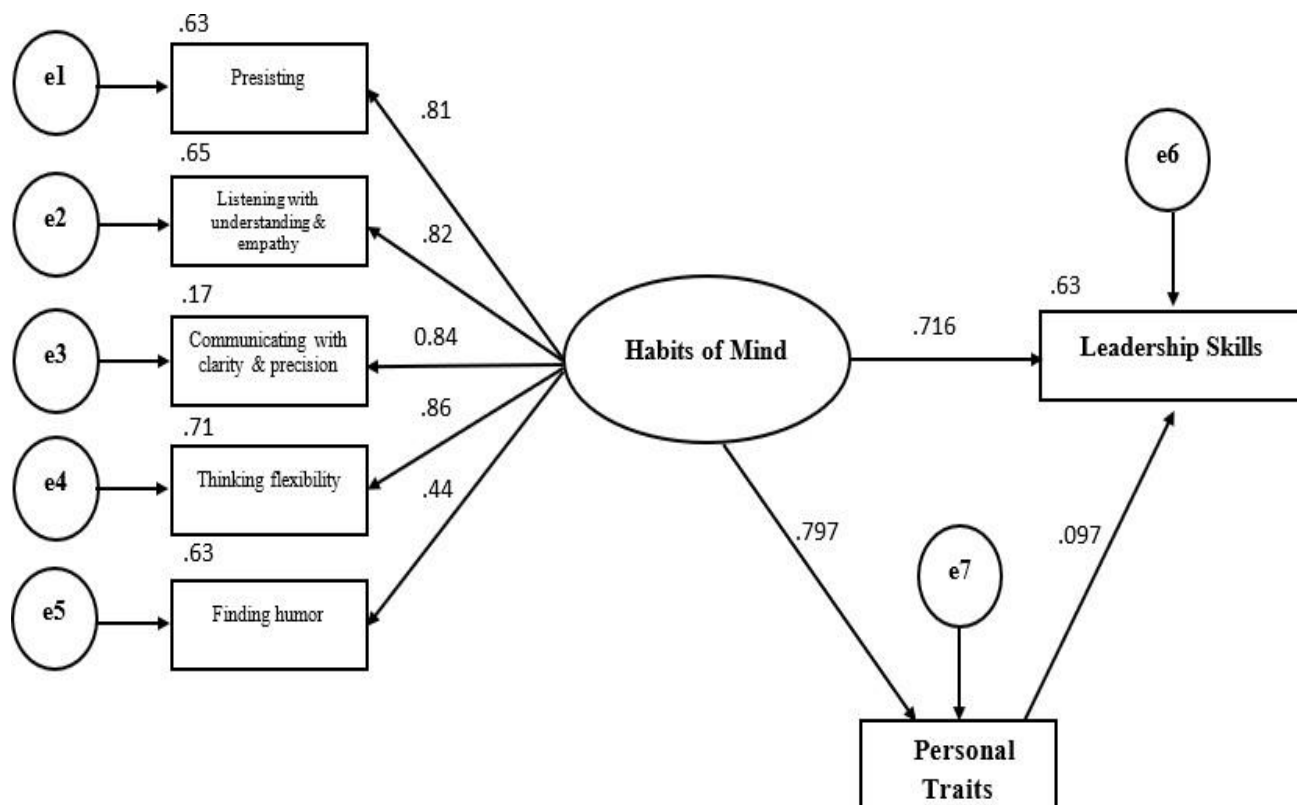
Figure 2. Path analysis results to show the indirect effect

The table (8) shows the results of the path analysis

Table (8): Results of Path analysis

Path		Standard direct effect	Standard indirect effect	Standardized direct total effect
Habits of mind	→ leadership skills	0.716	0.077	0.795
Habits of mind	→ personal traits	0.797		
personal traits	→ leadership skills	0.097		

It is clear from Table (8) that the direct normative effect of habits of mind with its various dimensions on leadership skills reached (0.716), and it also appears from the table that the direct normative effect of habits of mind with its various dimensions on personal traits reached (0.797), and it was also shown that the direct normative effect of personal traits in leadership skills reached (0.079) and all of them are significant. It was also shown that the indirect normative effect of habits of mind, with their combined dimensions, on leadership skills in thepresence of personal traits reached (0.77).

Based on the above, the presence of personal traits was able to explain (7.7 %) of the variance in leadership skills as a partial mediator. Finally, the table shows that the total direct normativeeffect of habits of mind, with their dimensions, on leadership skills in the presence of personaltraits reached (79.5 %). Based on the above results, the null hypothesis (H02) was rejected and the alternative was accepted, i.e.: "There is a statistically significant effect at a significant level (P ≤ 0.05) for habits of mind in terms of their dimensions on the leadership skills of volleyball coaches in Palestine through the mediating role of personal traits".

5. Conclusions:

The current research inferred that the role of habits of mind is of crucial importance for sports' club sustainability. while acceptance of research hypotheses shows the significance of habits of mind in bringing desired leadership skills through personal traits. Therefore, habits of mind, personal traits, andleadership skills are essential for players (Trainees) and coaches alike, and for sports clubs in general. Moreover, the limitations and implications of this research provide an opportunity for further future research in the same domain. Sports clubs in Palestine show interest in habits of mind with high relative importance, as the variable communicating clearly and accurately ranked first, followed by the variableof persistence, then the variable thinking flexibly, followed by the variable listening with understandingand empathy, and in last place came the variable finding humor.

In summary the study concluded that:

There is a significant impact at level (P≤0.05) to entrepreneurial orientation (Presisting, listening with understanding and empathy, communicating with clarity and precision, thinking flexibility, and finding humor) on leadership skills among volleyball coaches' in Palestine. There is a significant impact at level (P≤0.05) to entrepreneurial orientation (presisitng, listening with understanding and empathy, communicating with clarity and precision, thinking flexibility, and finding humor) on leadership skills among volleyball coaches' in Palestine thru personal traits. The study theoretical and practical implications, limitations and future research recommendations are discussed below.

5.1. Theoretical Implications:

This study is one of the rare studies in the Arab and local environments. The findings of this work have made manifold theoretical contributions in the fields of habits of mind, leadership skills and personal traits in the sports arena generally, and in coaching particularly. Therefore, this study contributes to the literature by empirically testing the relationship of five habits of mind with leadership skills' outcomes (i.e., technical & human skills). The research used the personal traits as a mediator to test the relationship between habits of mind and leadership skills.

This study supports and empirically explains that personal traits plays a mediating role in the indirect impact of habits of mind on leadership skills among volleyball coaches in Palestine. In addition, it is hoped that this work will enrich the Palestinian and Arab library in this field, given its lack of research and studies in this field. This work may also open broad horizons forresearchers for further research in the future.

5.2. Practical Implications:

The five habits of mind perspective in the field of sports used in this study is crucial for sport club sustainability and their coaches. management. The practical implications of this study support that the habits of mind as an instrumental and effective

practices for coaches' technicaland human skills. Since this study found that habits of mind and personal traits can improve leadership skills for coaches, the sports clubs' management should therefore prioritize these issues are considered when hiring coaches for sports teams. The sport clubs should communicate with coachers about their practices of habits of mind and how is implemented within training. Furthermore, coaches' leadership skills can be improved through the personaltraits of the coaches such as ambition, creativity, self-confidence, responsibility. As found in this study, by considering habits of mind and personal traits, are more likely to impact on coaches' leadership skills for the sustainable performance of sports club.

5.3. Limitations and Future Research Recommendations:

Although current study provides theoretical and practical implications, this research was still not spared from its limitations, since the current study was conducted in Palestine context, andlimited to volleyball coaches, so the results cannot be generalized, thus, its recommended to conduct future research in other context and sports. The study recommends that sports clubs in Palestine do the following: it is necessity to adopt and practice several habits of mind and benefiting from their effects in achieving leadership skills for volleyball coaches, developing personal traits for volleyball coaches because of their major role in developing the leadership skills of coaches, finally, pay more attention in the habit of finding humor.

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