

Sports Coaching and Adaptability of New College Student Athletes in a Medical College in Henan Province

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Abstract

This study determined the relationship between the level of sports coaching exhibited by Physical Education instructors and the sports adaptability among new college student athletes in a selected medical college in Henan, China. The study was conducted within the confines of a selected departments in Nanyang Medical College in Henan Province, China, focusing on new college student athletes and their respective instructors/coaches. It employed a quantitative comparative correlational research design. Based from the findings of the study, majority of the new college student athletes are female, younger than 20 years of age, and from grade 1 level; while instructors manifested a high level of sports coaching in terms of adherence to a code of ethics, they exhibited moderate level of sports coaching in general as observed by the new college student athletes. Also, new college student athletes have relatively the same assessment on the level of sports coaching of their PE instructors regardless of their sex, age, and grade level. Student athletes manifested a moderate level of sports adaptability based on their own perception. Student athletes did not make significant differences in their perceptions as regard their level of sports adaptability taking into consideration their sex, age, and grade level. The level of sports coaching of PE instructors did not give significant effect to the student athletes' level of sports adaptability.

Introduction

Sports coaching remains to be a challenging task from among coaches in any sports events, but the coaching process itself remains to be more challenging for athletes particularly those new athletes who are trying their luck as athletes and who have just entered in the realm of gaming and sports. The sense of their adaptability to such sports maybe a daunting task because it requires a positive result – that is ultimately winning the said sports events.

The big challenge therefore is how are the new athletes adapt to the sports that they are engaged in and how do they adapt to the sports coaching of their trainers. This study is deemed by the researcher because being a teacher in a medical college where sports is not the main agenda and not the main focus of the curriculum, it is quite interesting to note how do athletes basically the new ones adapt to the sports they are in and how they adapt to the sports coaching given to them.

The study will assess college students' assessments of the level of sports coaching professionalism exhibited by their instructors. It will also evaluate the current level of sports adaptability among these students. Furthermore, it will examine whether there is a significant correlation between

these two variables and whether this relationship is influenced by the students' demographic profiles.

Statement of the Problem

This study determined the relationship between the level of sports coaching exhibited by Physical Education instructors and the sports adaptability among new college student athletes in a selected medical college in Henan, China.

This specifically answered the following questions to further understand the topic:

1. What is the demographic profile of the respondents in terms of
 - sex;
 - age
 - grade level
2. What is the assessment of new college student athletes regarding the level of sports coaching exhibited by their instructors in terms of:
 - specialized training;
 - exclusivity;
 - adherence to a code of ethics;
 - acquisition of specific credentials,
 - coach-student relationships?
3. Is there a significant difference in the assessment of new college student athletes regarding the level of sports coaching exhibited by their instructors when their profile variables are taken as test factors?
4. What is the assessment of the new college student athletes on their level of sports adaptability in terms of:
 - environmental adaptability;
 - practice adaptability;
 - perceptual-cognitive skills adaptability;
 - psychological resilience adaptability?
5. Is there a significant difference in the assessment of the new college student athletes on their level of sports adaptability when grouped according to profile?
6. Is there a significant correlation between the assessment of new college student athletes regarding the level of sport coaching exhibited by their instructors and the assessment of the new college student athletes on their level of sports adaptability?
7. Based on the results of the study, what professional sports coaching plan can be proposed?

Summary of Findings

The present study determined the relationship between the level of sports coaching exhibited by PE instructors and the sports adaptability among new college student athletes, and the differences in the assessment of the respondents when their sex, age, and grade level were taken as test factors.

I. Profile of the Respondents

Majority of the new college student athlete respondents are female (54.9%), 19 years

old and below (83%), and from grade level 1 (51.5%).

II. Student Athlete Respondents' Assessment on the Level of Sports Coaching of their Instructors

New college student athlete respondents perceived that their instructors exhibited a high level of sports coaching in terms of adherence to a code of ethics which obtained the highest assessment from the respondents. Instructors also exhibited a moderate level of sports coaching in terms of professional-student relationships, exclusivity, and specialized training ranked as second, third, and fourth respectively. They also exhibited a moderate level of sports coaching in terms of acquisition of specific credentials, however, it was ranked as fifth among the five indicators of sports coaching. An over-all mean value of 3.11 reveals that instructors exhibited a moderate level of sports coaching based on the assessment of the new college student athlete respondents.

2.1 On Specialized Training

New college student athlete respondents strongly agree that specialized training is crucial for effective sports coaching with the highest assessment given interpreted as to a high level. Similarly, they strongly agree that they consistently apply the techniques and strategies they learned from their specialized training interpreted to have a high level of sports coaching exhibited by their instructors. On the other hand, respondents do not agree that they received specialized training in sports coaching, as well as regular participation in continuing education or professional development related to sports coaching with the lowest assessment given indicating a low level of sports coaching of their instructors. A composite mean value of 2.91 shows a moderate level of sports coaching of instructors in terms of specialized training.

2.2 On Exclusivity

New college student athlete respondents strongly agree that focusing exclusively on sports coaching has improved their effectiveness as a player/athlete, and that exclusivity in sports playing leads to better student outcomes with the highest assessment given indicating a high level of sports coaching of instructors. On the other hand, student athlete respondents do not agree that their role as a player is distinct and separate from other roles they may have with the lowest assessment given interpreted to have a low level of sports coaching of their instructor. A composite mean value of 3.14 shows a moderate level of sports coaching of instructors in terms of exclusivity.

2.3 On Adherence to a Code of Ethics

New college student athlete respondents strongly agree that adherence to a code of ethics is crucial for professional sports, and that they consider ethical implications in all their decisions with the highest assessment given interpreted to have a high level of sports coaching of their instructors. Likewise, respondents agree that they have never violated the code of ethics in their practice, and that they are committed to upholding the highest ethical standards in their practice. However, it was given the lowest assessment given interpreted to have a moderate level of sports coaching of their instructors. A composite mean value of 3.62 shows a high level of sports coaching of instructors in terms of adherence to a code of ethics.

2.4 On Acquisition of Specific Credentials

New college student athlete respondents agree that having specific credentials enhances their credibility as a sports player/athlete with the highest assessment given interpreted to have a

moderate level of sports coaching of their instructor. On the other hand, respondents do not agree that they have acquired specific credentials related to sports which was given the lowest assessment given interpreted to have a low level of sports coaching of their instructors. A composite mean value of 2.76 shows a moderate level of sports coaching of instructors in terms of acquisition of specific credentials.

2.5 On Professional-Student Relationships

New college student athlete respondents strongly agree that they respect the individuality and personal space of their co-players/athletes, and that they strive to build trust and mutual respect in their relationship with their co-players/athlete with the highest assessment given indicating a high level of sports coaching of their instructors. On the other hand, respondents do not agree that they set clear boundaries in their relationships with their co-players/athletes with the lowest assessment given interpreted to have a low level of sports coaching of their instructors. A composite mean value of 3.32 shows a moderate level of sports coaching of instructors in terms of professional-student relationships.

III. Differences in the Assessment of the Respondents on the Level of Sports Coaching Exhibited by their Instructors When Profile is Taken as Test Factor

3.1 On Sex

Based from the results, there were no significant differences in the assessment of the new college student athlete respondents on the level of sports coaching exhibited by their instructors in terms of specialized training, exclusivity, adherence to a code of ethics, acquisition of specific credentials, and professional-student relationships when their sex is taken as test factors. This goes to show that male and female respondents have relatively the same assessment on the level of sports coaching exhibited by their instructors.

3.2 On Age

As indicated in the results, there were no significant differences in the assessment of the new college student athlete respondents on the level of sports coaching exhibited by their instructors in terms of specialized training, exclusivity, adherence to a code of ethics, acquisition of specific credentials, and professional-student relationships when their age is taken as test factors. The result reveals that new college student athlete respondents have relatively the same assessment on the level of sports coaching exhibited by their instructors regardless of their age.

3.3 On Grade Level

The result shows that there were no significant differences in the assessment of the new college student athlete respondents on the level of sports coaching exhibited by their instructors in terms of specialized training, exclusivity, adherence to a code of ethics, acquisition of specific credentials, and professional-student relationships when their grade level is taken as test factors. This is taken to mean that new college student athlete respondents have relatively the same assessment on the level of sports coaching exhibited by their instructors regardless of their grade level.

IV. Student Athlete Respondents' Assessment on their Level of Sports Adaptability

New college student athlete respondents generally exhibited a moderate level of sports adaptability. It is noticeable that practice adaptability was ranked first among the five indicators, second is on psychological resilience, third on perceptual-cognitive skills, while last in rank is the environmental adaptability.

4.1 On Environmental Adaptability

New college student athlete respondents agree that they can adjust their strategies based on the playing surface or venue with the highest assessment given interpreted to have a moderate level of sports adaptability. Likewise, they also agree that they can adapt their performance based on the environmental conditions during a sports event, able to maintain their performance level in unfamiliar environments, able to perform well regardless of the crowd size or noise level, can adapt to different time zones or geographical locations for sports events, and can show flexibility in adapting to new or changing environmental conditions all interpreted to have a moderate level of sports adaptability. On the other hand, respondents do not agree that they are comfortable playing in various weather conditions with the lowest assessment given interpreted to have a low level of sports adaptability. A composite mean value of 2.76 shows that new college student athlete respondents have shown a low level of sports adaptability in terms of environmental adaptability.

4.2 On Practice Adaptability

New college student athlete respondents agree that they are able to adjust to their practice routines based on feedback with the highest assessment given interpreted to have a moderate level of sports adaptability. Similarly, they also agree that they can adapt their practice strategies to focus on areas of weakness, that they are open to trying new methods or techniques during practice, that they can balance the demands of practice with other responsibilities, that they can show improvement over time with consistent practice, and that they can show resilience in the face of challenging practice sessions interpreted to have a moderate level of sports adaptability. They also agree that they are able to maintain focus and intensity during long practice sessions, however, it was given the lowest assessment also interpreted to have a moderate level of sports adaptability. A composite mean value of 3.29 shows that new college student athlete respondents have a moderate level of sports adaptability in terms of practice adaptability.

4.3 On Perceptual-Cognitive Skills

New college student athlete respondents agree that they are able to adjust their actions based on the movement of their co-players with the highest assessment given interpreted to have a moderate level of sports adaptability. Likewise, they also agree that they can make quick decisions under pressure during a game, that they can show a good understanding of game patterns and tactics, that they can show a good ability to read and interpret game situations, and that they can anticipate actions or strategies of opponents during a game all interpreted to have a moderate level of sports adaptability. Respondents also agree that they can accurately predict the outcome of a play based on initial conditions, and that they can use their knowledge of the sports to make effective decisions during a game, however, it was given the lowest assessment interpreted to have a moderate level of sports adaptability. A composite mean value of 2.97

indicates that new college student athletes have a moderate level of sports adaptability in terms of perceptual-cognitive skills.

4.4 On Psychological Resilience

New college student athlete respondents agree that they can manage their emotions effectively during a game with the highest assessment given interpreted to have a moderate level of sports adaptability. Similarly, respondents also agree that they can maintain a positive attitude even when facing challenging situations, that they can show resilience in the face of setbacks or failures, that they can show mental toughness in high-pressure situations, that they are able to bounce back quickly after a poor performance, and that they can maintain their performance level under pressure interpreted to have a moderate level of sports adaptability. Respondents also agree that they are able to stay focused and composed during critical moments in a game, however, it was given the lowest assessment but still interpreted to have a moderate level of sports adaptability. A composite mean value of 2.98 shows that new college student athlete respondents have a moderate level of sports adaptability in terms of psychological resilience.

V. Differences in the Assessment of the Respondents on their Level of Sports Adaptability When Grouped According to Profile

5.1 On Sex

Based from the results, there were no significant differences in the assessment of the new college student athlete respondents on their level of sports adaptability in terms of environmental adaptability, practice adaptability, perceptual-cognitive skills, and psychological resilience when their sex is taken as test factors. This goes to show that male and female respondents have relatively the same assessment on their level of sports adaptability.

5.2 On Age

As indicated in the results, there were no significant differences in the assessment of the new college student athlete respondents on the level of sports adaptability in terms of environmental adaptability, practice adaptability, perceptual-cognitive skills, and psychological resilience when their age is taken as test factors. The result reveals that new college student athlete respondents have relatively the same assessment on their level of sports adaptability regardless of their age.

5.3 On Grade Level

The result shows that there were no significant differences in the assessment of the new college student athlete respondents on their level of sports adaptability in terms of environmental adaptability, practice adaptability, perceptual-cognitive skills, and psychological resilience when their grade level is taken as test factors. This is taken to mean that new college student athlete respondents have relatively the same assessment on their level of sports adaptability regardless of their grade level.

VI. Relationship Between the Level of Sports Coaching Exhibited by the Instructors and the Student Athletes' Level of Sports Adaptability

The level of sports coaching of instructors in terms of specialized training, exclusivity, adherence to a code of ethics, acquisition of specific credentials, and professional-student relationships did

not make significant relationship with the student athletes' level of sports adaptability in terms of environmental adaptability, practice adaptability, perceptual-cognitive skills, and psychological resilience. This indicates that the sports coaching of instructors as perceived by the new college student athletes do not give significant impact to the student athletes' level of sports adaptability.

Conclusions:

Based from the findings of the study, the researcher came up with the following conclusions:

1. Majority of the new college student athletes are female, younger than 20 years of age, and from grade 1 level.
2. While instructors manifested a high level of sports coaching in terms of adherence to a code of ethics, they exhibited moderate level of sports coaching in general as observed by the new college student athletes.
3. New college student athletes have relatively the same assessment on the level of sports coaching of their PE instructors regardless of their sex, age, and grade level.
4. Student athletes manifested a moderate level of sports adaptability based on their own perception.
5. Student athletes did not make significant differences in their perceptions as regard their level of sports adaptability taking into consideration their sex, age, and grade level.
6. The level of sports coaching of PE instructors did not give significant effect to the student athletes' level of sports adaptability.

PROPOSED PROFESSIONAL SPORTS COACHING PLAN

I. Rationale of the Program

Sports coaching plays a critical part in determining how student athletes develop holistically in the ever-changing world of collegiate athletics. The results of a recent study that examined the opinions and evaluations of freshmen collegiate athletes have highlighted important areas in which professional sports coaching might be improved. In light of these important discoveries, the Professional Sports Coaching Plan that has been suggested aims to improve coaching standards, encourage student athletes to be adaptive, and develop a pleasant rapport between the professional and the student. This plan aims to strengthen coaching techniques and improve the entire sports experience for teachers and students. It is based on a thorough understanding of the special demands and obstacles experienced by the modern college athlete.

The investigation of the demographic characteristics of incoming college players by the study has exposed noteworthy trends in the distribution of sex, age, and grade level, providing insight into the heterogeneous makeup of the athlete community. Taking into account the complex requirements of this heterogeneous population, the strategy focuses on particular areas found in the evaluation of coaching efficacy. Every aspect of the suggested plan—from specialized training to the growth of psychological resilience and perceptual-cognitive skills—is thoughtfully crafted to tackle the complex world of collegiate sports coaching. This plan aims to build an inclusive and adaptable coaching framework that meets the specific needs of each

student athlete by considering the gender-based variations in coaching assessments as well as the demands that range between age groups and grade levels.

In addition, the approach integrates research-backed tactics to maximize coaching efficacy, drawing inspiration from scholarly ideas. Based on the study's suggestions for specific instruction and compliance with a code of ethics, the suggested exercises are in line with modern educational methods and moral principles. The plan emphasizes the value of ongoing development, flexibility, and a dedication to moral coaching methods as we set out on this quest to better the coaching experience for both teachers and student athletes. We hope that these focused efforts will lead to a constructive change in the coaching environment, which will ultimately benefit the overall growth and achievement of incoming college student athletes.

Based on the foregoing discussion, the researcher thought of proposing a professional sports coaching plan for the benefit of the students.

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