

Professional Coaching among Trainers and Sports Adaptability among Students in an Institute in China

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Abstract: This study aimed to investigate the relationship between the level of sports coaching professionalism exhibited by the PE instructors and the sports adaptability of students. Profile of the student respondents, their assessment on their instructors' level of sports coaching professionalism, their current level of sports adaptability, differences in their assessments when their profile is taken as test factor, and the relationship between the instructors' level of sports coaching professionalism and the students' level of sports adaptability were also determined. The questionnaire was administered to a sample of 378 students. The result indicates that instructors exhibited a high level of sports coaching professionalism as assessed by the student respondents. And students exhibited a high level of sports adaptability based on their own assessment. Moreover, the result indicates that the level of sports coaching professionalism of instructors in terms of specialized training, exclusivity, adherence to a code of ethics, acquisition of specific credentials, and coach-student relationships were found to be significantly correlated to a very high degree with the students' level of sports adaptability specifically in terms of environmental adaptability, practice adaptability, perceptual-cognitive skills, and psychological resilience. This is taken to mean that the level of sports coaching professionalism of instructors can have a great impact on the students' level of sports adaptability. The findings of this study helped the researcher on the proposed development plan to further enhance the role of professional sports coaching in improving sports adaptability among the students.

Keywords: Sport Coaching Professionalism; Sports Adaptability; Sports Education; Training.

1. Introduction

Sports coaching is currently encountering a notable challenge. Although the field of physical education and athletic coaching has transitioned from an informal, experiential practice to a formalized profession with established standards and certifications, there remains a prevailing lack of comprehension and acceptance regarding its professional status. This issue is especially common in the field of education, where sports coaching plays a vital role in the physical and personal development of students. The absence of professional recognition and standardization in sports coaching can result in variations in coaching quality, which may have implications for the overall sports education and training of students. This situation prompts the question of how to effectively promote and implement the professionalization of sports coaching to enhance the quality of sports education and training. Hence, this issue necessitates extensive research and strategic planning for effective resolution.

Sports adaptability is a crucial component of athletic success. It is influenced by a multitude of factors, including the quality of coaching received. Professional sports coaches, with their specialized training, adherence to a code of ethics, and acquisition of specific credentials, are uniquely positioned to foster this adaptability among their students.

However, the relationship between the level of sports coaching professionalism and sports adaptability among institute students remains underexplored. This gap in the literature underscores the need for a comprehensive investigation into this relationship, which is the primary objective of the proposed study.

The study assessed students' assessment of the level of sports coaching professionalism exhibited by their instructors. It also evaluated the current level of sports adaptability among

these students. Furthermore, it examined whether there is a significant correlation between these two variables and whether this relationship is influenced by the students' demographic profiles.

2. Methodology

2.1. Research Design

This study will employ a quantitative comparative correlational research design. This design is appropriate for the study because it allows for the examination of relationships between different variables, which in this case are the level of sport coaching professionalism and sports adaptability among institute students.

2.2. Locale of the Study and Sampling Methods

The research will be conducted at Hunan Institute of Science and Technology. At least 378 students will be chosen randomly. This will give the population an opportunity to be part of this study.

2.3. Instrument

The study will utilize a researcher-made questionnaire as the primary instrument for data collection. The questionnaire will be divided into three parts. Part 1 will gather the demographic profile of the respondents, including their sex, age, and grade level.

Part 2 will assess the level of sport coaching professionalism exhibited by the instructors by the students, focusing on constructs such as specialized training, exclusivity, adherence to a code of ethics, acquisition of specific credentials, and professional-student relationships.

Part 3 will measure the current level of sports adaptability among institute students in terms of environmental

adaptability, practice adaptability, perceptual-cognitive skills, and psychological resilience.

2.4. Statistical analysis

All data analyses will be conducted using a Statistical Package for the Social Sciences (SPSS) statistical software. Descriptive statistics was computed to provide a summary of the data. Moreover, correlation analysis was conducted to determine if there is a significant relationship between the level of sport coaching professionalism exhibited by instructors and the current level of sports adaptability among the students.

3. Results and discussions

3.1. Demographic Profile of the Respondents

Table 1 presents the frequency distribution of the student respondents' demographic profile in terms of sex, age, and year level.

Table 1. Frequency Distribution of Respondents' Demographic Profile

		Frequency	Percentage
Sex	Male	265	70.1%
	Female	113	29.9%
	Total	378	100%
Age	18-19 years old	134	35.4%
	20-21 years old	208	55.0%
	22-23 years old	34	9.0%
	24 years old & above	2	0.5%
	Total	378	100%
Grade Level	Grade 1	122	32.3%
	Grade 2	126	33.3%
	Grade 3	130	34.4%
	Total	378	100%

The study found that 35.4% of student respondents are aged 18-19, with 55% aged 20-21, 9% aged 22-23, and 0.5% aged 24 and above. Additionally, 32.3% of respondents are from Grade 1, 33.3% from Grade 2, and 34.4% from Grade 3. This indicates almost equal representation of students from different grade levels.

3.2. Student Respondents' Assessment on the Level of Sports Coaching Professionalism Exhibited by the Instructors

Table 2 presents the summary of the assessment of student respondents on the level of sports coaching professionalism exhibited by their instructors.

Table 2. Summary of the Student Respondents' Assessment on the Level of Sports Coaching Professionalism Exhibited by their Instructors

Sports Coaching Professionalism	Mean	SD	Qualitative Description	Interpretation	Rank
1. Specialized Training	3.65	0.47	Strongly Agree	Highly Professional	4
2. Exclusivity	3.62	0.47	Strongly Agree	Highly Professional	5
3. Adherence to a Code of Ethics	3.66	0.45	Strongly Agree	Highly Professional	2.5
4. Acquisition of Specific Credentials	3.66	0.46	Strongly Agree	Highly Professional	2.5
5. Coach-Student Relationships	3.67	0.44	Strongly Agree	Highly Professional	1
Over-all Mean	3.65	0.43	Strongly Agree	Highly Professional	

Legend: 3.51-4.00 Strongly Agree/Highly Professional; 2.51-3.50 Agree/Moderately Professional; 1.51-2.50 Disagree/Slightly Professional; 1.00-1.50 Strongly Disagree/Unprofessional)

As shown in Table 2, student respondents perceived that their instructors exhibited high level of sports coaching professionalism in coach-student relationships which was ranked first among the five indicators. They also exhibited a high level of professionalism in terms of adherence to a code of ethics, acquisition of specific credentials, and on specialized training based on the assessment of the student respondents. While students also perceived their instructors to be highly professional in terms of exclusivity, it was given the lowest assessment by the respondents. Generally, the result indicates that instructors exhibited a high level of sports coaching professionalism as assessed by the student respondents. The role of sports coaches is pivotal in enhancing the performance of individuals and organizations. This entails coordinating practice sessions and training schedules, assisting with the development of physical, technical, and tactical abilities for competition, and employing both direct and indirect mentoring techniques. The effectiveness of coaching is determined by the achievement of these outcomes and the well-being of the individual (Cruickshank, & Collins, 2020).

3.3. Student Respondents' Assessment on their Current Level of Sports Adaptability

Table 3 presents the summary of assessment of student respondents on their current level of sports adaptability.

Table 3. Summary of Student Respondents' Assessment on their Current Level of Sports Adaptability

Sports Adaptability	Mean	SD	Qualitative Description	Interpretation	Rank
1. Environmental Adaptability	3.63	0.49	Strongly Agree	Highly Adapted	1.5
2. Practice Adaptability	3.63	0.47	Strongly Agree	Highly Adapted	1.5
3. Perceptual-Cognitive Skills	3.58	0.49	Strongly Agree	Highly Adapted	3.5
4. Psychological Resilience	3.58	0.50	Strongly Agree	Highly Adapted	3.5
Over-all Mean	3.60	0.47	Strongly Agree	Highly Adapted	

Legend: 3.51-4.00 Strongly Agree/Highly Adapted; 2.51-3.50 Agree/Moderately Adapted; 1.51-2.50 Disagree/Slightly Adapted; 1.00-1.50 Strongly Disagree/Adapted)

As shown in Table 3, student respondents perceived that their current level of sports adaptability is of high level specifically in terms of environmental, and practice adaptability, as well as on perceptual-cognitive skills, and psychological resilience. Generally, the result reveals that students exhibited a high level of sports adaptability based on their own assessment. According to Williams (2021). sports adaptability involves several key constructs, including environmental adaptability, practice adaptability, perceptual-cognitive skills, psychological resilience, genetic-environment interaction, and genetic-environment interaction. Environmental adaptability involves athletes adjusting to diverse environmental factors, such as birth location, timing, familial influences, and early identification and integration into structured training programs. Practice adaptability involves athletes adapting to specific stresses during practice

and competition, encompassing physical, physiological, psychological, technical, and tactical domains. Perceptual-cognitive skills, such as anticipation and pattern recognition, are developed through years of sport-specific exposure. Psychological resilience is crucial for performing under pressure and avoiding performance decline, influenced by factors like self-efficacy, locus of control, and past experiences. Genetic-environment interaction is also essential for producing champions, as without the right type and amount of practice, genetic factors alone are unlikely to produce champions.

3.4. Relationship Between the Instructors' Level of Sports Coaching Professionalism and the Students' Level of Sports Adaptability

Table 4 presents the relationship between the instructors' level of sports coaching professionalism as assessed by the students and the students' level of sports adaptability.

Table 4. Relationship Between the Instructors' Level of Sports Coaching Professionalism and the Students' Level of Sports Adaptability

Instructors' Level of Sports Coaching Professionalism	Students' Level of Sports Adaptability	Computed r	Sig	Decision on Ho	Interpretation
1. Specialized Training	Environmental Adaptability	0.81	0.00	Rejected	Significant
	Practice Adaptability	0.81	0.00	Rejected	Significant
	Perceptual-Cognitive Skills	0.76	0.00	Rejected	Significant
	Psychological Resilience	0.74	0.00	Rejected	Significant
	Average	0.81	0.00	Rejected	Significant
2. Exclusivity	Environmental Adaptability	0.83	0.00	Rejected	Significant
	Practice Adaptability	0.84	0.00	Rejected	Significant
	Perceptual-Cognitive Skills	0.80	0.00	Rejected	Significant
	Psychological Resilience	0.78	0.00	Rejected	Significant
	Average	0.84	0.00	Rejected	Significant
3. Adherence to a Code of Ethics	Environmental Adaptability	0.85	0.00	Rejected	Significant
	Practice Adaptability	0.84	0.00	Rejected	Significant
	Perceptual-Cognitive Skills	0.78	0.00	Rejected	Significant
	Psychological Resilience	0.77	0.00	Rejected	Significant
	Average	0.84	0.00	Rejected	Significant
4. Acquisition of Specific Credentials	Environmental Adaptability	0.87	0.00	Rejected	Significant
	Practice Adaptability	0.85	0.00	Rejected	Significant
	Perceptual-Cognitive Skills	0.79	0.00	Rejected	Significant
	Psychological Resilience	0.78	0.00	Rejected	Significant
	Average	0.86	0.00	Rejected	Significant
5. Coach-Student Relationships	Environmental Adaptability	0.87	0.00	Rejected	Significant
	Practice Adaptability	0.87	0.00	Rejected	Significant
	Perceptual-Cognitive Skills	0.80	0.00	Rejected	Significant
	Psychological Resilience	0.79	0.00	Rejected	Significant
	Average	0.87	0.00	Rejected	Significant
Over-all Instructors' Sports	Over-all Students' Sports Adaptability	0.89	0.00	Rejected	Significant

As shown in Table 4, the result indicates that the level of sports coaching professionalism of instructors in terms of specialized training, exclusivity, adherence to a code of ethics, acquisition of specific credentials, and coach-student relationships were found to be significantly correlated to a very high degree with the students' level of sports adaptability specifically in terms of environmental adaptability, practice adaptability, perceptual-cognitive skills, and psychological resilience. This is taken to mean that the level of sports coaching professionalism of instructors can have a great impact on the students' level of sports adaptability.

4. Conclusion

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

Majority of the students are male of legal age representing

different grade levels.

PE instructors are highly professionals in the eyes of the students as they exhibit high level of professional conduct and expertise that may contribute to a comprehensive and impactful physical education experience for students.

Male students have better perceptions of their PE instructors' level of sports coaching professionalism than the female students.

Students have seen themselves to possess high level of ability to adjust and perform effectively in various sports-related situations.

Male students tend to have higher level of sports adaptability than the female ones. However, it may also be important to note that not all students may exhibit the same level of sports adaptability considering other factors such as prior experience, motivation, and access to resources which can also influence adaptability level.

A very strong relationship between the PE instructors' level of sports coaching professionalism and the students' level of sports adaptability was evident which is vital for fostering a positive learning environment, encouraging growth and development, and ultimately maximizing the students' sports adaptability and success.

5. Recommendation

Based on the conclusions derived in this study, the following are the recommendations:

Provide continuous professional development for instructors by encouraging them to engage in training, workshops, and courses to enhance their coaching skills, knowledge and strategies in sports.

Mentorship programs may also be considered where experienced coaches can guide and support less experienced instructors in improving their coaching professionalism.

Ensure that there is a regular feedback and performance evaluations to instructors to identify areas for improvement and recognize their strengths in sports coaching.

Instructors may also be encouraged to network with other coaches, attend conferences, and collaborate with professionals in the field to exchange ideas and best practices.

Promote ethical behavior, integrity and professionalism in sports coaching to uphold standards and values that benefit both instructors and students.

Provide opportunities for students to engage in sport-specific training to develop specialized skills and techniques required for particular sports thereby helping students adapt more effectively when transitioning between different sports.

Emphasize the value of effort, perseverance and continuous learning among students to enhance their resilience and adaptability in sports and beyond.

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