

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

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**Abstract:** Sports coaching remains to be a challenging tasks 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 results that is ultimately winning the said sports events. 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. 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. 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.

**Keywords:** Sports adaptability; Sports coaching; College Student Athletes.

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## 1. 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. Sports adaptability refers to an athletic capacity to effectively adjust and perform in the face of new situations, obstacles, or stimuli. It entails acquiring knowledge from past experiences and enhancing one's performance. In competitive sports, it is essential to cultivate adaptability due to the multitude of potential outcomes and decisions that athletes encounter while under pressure.[1] 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.

## 2. Study purpose and significance

### 2.1. Purpose of Research

This 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 assessed the new college student athletes' assessments of the level of sport coaching exhibited by their instructors. This involved an exploration of

various aspects of professionalism, including specialized training, exclusivity, adherence to a code of ethics, acquisition of specific credentials, and the nature of professional-student relationships.

### 2.2. Research Meaning

The present study holds significant value for several stakeholders in the field of sports education and coaching. Thus, this will benefit the following:

**Students.** The study will provide insights into how the level of professionalism in sports coaching impacts their sports adaptability. This understanding could help them make informed decisions about their training and development in sports.

**Physical Education Instructors and Coaches:** The findings of the study will provide them with valuable feedback about their coaching practices from the perspective of their students. This could guide them in enhancing their coaching methods and strategies to better support the sports adaptability of their students.

**Educational Institutions.** The study will provide institutions with data on the current state of sports coaching professionalism and sports adaptability among their students. This could inform policy and program development to enhance sports education and training in their institutions.

**Policy Makers.** The study will contribute to the body of knowledge on sports coaching professionalism and sports adaptability. The findings could inform policy-making as basis for future regulations pertaining to professionalism in coaching.

**The Community.** The study could potentially lead to the development of more adaptable athletes who can contribute positively to the local sports community. This could enhance the quality of community sports events and promote a culture of sportsmanship and resilience.

### 3. Study subjects and methods

#### 3.1. Research Design

This study employed 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 and sports adaptability among college students.

#### 3.2. Research Technique

The comparative aspect of the design allows for the comparison of the level of sport coaching professionalism and sports adaptability among different groups of students, based

on their demographic profile. This comparison can help identify if there are significant differences in these variables when students are grouped according to factors such as sex, age, and grade level. [2]

The correlational aspect of the design was used to examine the relationship between the level of sports coaching exhibited by Physical Education instructors and the sports adaptability among new college student athletes. Correlational research is useful in determining the degree and direction of relationships between two or more variables. [3]

### 4. Results Analysis

Instructors and the Student Athletes' Level of Sports Adaptability

Table 1 presents the relationship between the level of sports coaching exhibited by the instructors and the student athlete respondents' level of sports adaptability.

Level of Sports Coaching of Instructors	Student Athletes' Level of Sports Adaptability	Computed r	Sig
1. Specialized Training	Environmental Adaptability	0.01	0.94
	Practice Adaptability	0.10	0.16
	Perceptual-cognitive Skills	0.05	0.50
	Psychological Resilience	0.04	0.55
	<b>Average</b>	<b>0.04</b>	<b>0.58</b>
2. Exclusivity	Environmental Adaptability	0.01	0.93
	Practice Adaptability	0.10	0.17
	Perceptual-cognitive Skills	0.06	0.43
	Psychological Resilience	0.11	0.12
	<b>Average</b>	<b>0.07</b>	<b>0.35</b>
3. Adherence to a Code of Ethics	Environmental Adaptability	0.24	0.75
	Practice Adaptability	0.13	0.07
	Perceptual-cognitive Skills	0.09	0.19
	Psychological Resilience	0.04	0.57
	<b>Average</b>	<b>0.23</b>	<b>0.64</b>
4. Acquisition of Specific Credentials	Environmental Adaptability	<b>0.01</b>	0.91
	Practice Adaptability	<b>0.07</b>	0.34
	Perceptual-cognitive Skills	<b>0.04</b>	0.54
	Psychological Resilience	<b>0.00</b>	0.99
	<b>Average</b>	<b>0.05</b>	<b>0.46</b>
5. Professional Student Relationships	Environmental Adaptability	<b>0.05</b>	0.52
	Practice Adaptability	<b>0.01</b>	0.84
	Perceptual-cognitive Skills	<b>0.01</b>	0.93
	Psychological Resilience	<b>0.04</b>	0.60
	<b>Average</b>	<b>0.01</b>	<b>0.90</b>
<b>Over-all Extent of Sports Coaching of Instructors</b>	<b>Over-all Extent of Student Athletes' Sports Adaptability</b>	<b>0.10</b>	<b>0.15</b>

As shown in Table 1, the level of sports coaching of instructors in terms of specialized training 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 as indicated in the computed r values of 0.01, 0.10, 0.04, and 0.04 respectively and significance values of 0.94, 0.16, 0.50, and 0.55 respectively. This goes to show that sports coaching of instructors in terms of

specialized training do not give significant impact to the student athletes' level of sports adaptability. The level of sports coaching of instructors as perceived by the new college student athlete respondents did not give significant effect to the student athletes' level of sports adaptability.

## 5. Conclusion and Recommendations

### 5.1. Conclusion

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.

### 5.2. Recommendations

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

1. Instructors must regularly participate in continuing education or professional development related to sports

coaching.

2. Instructors must always thrive to use different coaching strategies in order to provide a positive experience for student athletes and help them use their sport skills in the real world.

3. Build strong relationships with student athletes by making sure that they feel they have a voice and role in their training and development path.

4. Instructors must be a positive role model for the student athletes by modeling the life skills they are trying to teach such as good sportsmanship and discipline.

5. New college student athletes must be trained to be more flexible in adapting to new or changing environmental condition.

6. Maintaining focus and intensity of student athletes during long practice sessions, as well as their resilience in the face of challenging situations must be improved.

## References

- [1] IBSC Montreal (2019). Adaptability in Sport. Workshop presented at.
- [2] Johnson, B., & Christensen, L. (2014). Educational research: Quantitative, qualitative, and mixed approaches (5th ed.). Sage Publications.
- [3] Field, A. (2013). Discovering statistics using IBM SPSS statistics (4th ed.).