

Roles and Responsibilities of Teacher-Coaches Towards Players in a Primary School in Anhui Province, China: Basis for Training Program

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Abstract: In the sports grounds of Chinese schools, learning new skills takes place alongside self-cultivation through diligence and endurance; teachers demonstrate their skill and commitment through an authoritarian role and close attention to detail; and individual talent is rewarded, but those who stand out are also expected to serve others as committed role models. In China, being a coach in whatever sports events is a big deal. Students who are players or athletes have high respect for their coaches, just as how they respect their teachers. It is coupled with a great responsibilities and roles. It requires a great deal of trust and confidence on someone or an authority of designating a coach who will take care of the team. It is in their hands where the future of the players is at stake. They can make or unmake an athlete or a player under their guidance and training. The study intends to determine the roles and responsibilities of coaches towards their team players in team sports in a primary school in Anhui Province, China with the end view of developing a training program for coaches. Responsibilities of coaches to their players was not found to be significantly correlated with their roles in terms of understanding reality, and determining a way forward. But in terms of clarifying goal, and realizing possible outcomes, significant relationship with their responsibilities as coach was evident to a moderate degree. This can be explained that their responsibilities to their players have something to do with their roles on clarifying goal, and in realizing possible outcomes. This further explains that while the coaches do their responsibilities as coach, the goal that they want to achieve for their players can be easily achieved, and options or possible outcomes for any activity can be realized. The over-all result suggests that being a highly responsible coach could influence positively the way they practice their roles as coach towards their players.

Keywords: Roles; Responsibilities; Teacher-Coaches; Training Program.

1. The Problem and its Setting

1.1. Introduction

In the sports grounds of Chinese schools, learning new skills takes place alongside self-cultivation through diligence and endurance; teachers demonstrate their skill and commitment through an authoritarian role and close attention to detail; and individual talent is rewarded, but those who stand out are also expected to serve others as committed role models.

Modern advanced coaches must take responsibility for their athletes, both inside and outside of competition. This is where the understanding of what makes a coach becomes more complex: no longer can it be viewed a coach simply as the individual with a stopwatch barking out lap times, or just as the mentor who offers training advice to groups of athletes. The role of the coach has become still more complicated and diverse.

In China, being a coach in whatever sports events is a big deal. Students who are players or athletes have high respect for their coaches, just as how they respect their teachers. It is coupled with a great responsibilities and roles. It requires a great deal of trust and confidence on someone or an authority of designating a coach who will take care of the team. It is in their hands where the future of the players is at stake. They can make or unmake an athlete or a player under their guidance and training.

1.2. Statement of the Problem

The researcher being a coach himself would like to study the roles and responsibilities of the coaches to their players, hence this study intends to determine the roles and responsibilities of coaches towards their team players in team sports in a primary school in Anhui Province, China with the end view of developing a training program for coaches.

1.3. Scope and Delimitations of the Study

The study focused on the self-assessment of the coach respondents on their roles and responsibilities as coach to players in Suzhou No.9, Primary School in Anhui Province, China.

This study was limited to the comparison and analysis of the self-assessment of the coach respondents on their role and responsibilities as coach of players in the said primary school.

Twenty-five (25) male and female teacher-coaches were the main respondents of this study and they were grouped according to their profile such as age, sex, and number of years as coach.

To give depth in the analysis, the statistical comparison of the self-assessment of the coaches on their roles and responsibilities as team coach were done using percentage, mean, standard deviation and t-test or ANOVA.

2. Theoretical Framework/Model

2.1. GROW Model

The GROW model helps to solve problems and achieve goals because it is a solution-focused model. There are four stages in the model, which require the coach to captivate the players' interest. Each of the four distinct stages was represented by a simple question, or a series of questions to help develop people and discover their potential. It is an ideal model for setting goals, solving problems, preserving personal achievement, and efficiency Figures.

The structure of the GROW coaching model is shown in the diagram below.



Fig 1. The structure of the GROW coaching model

2.2. Research Paradigm

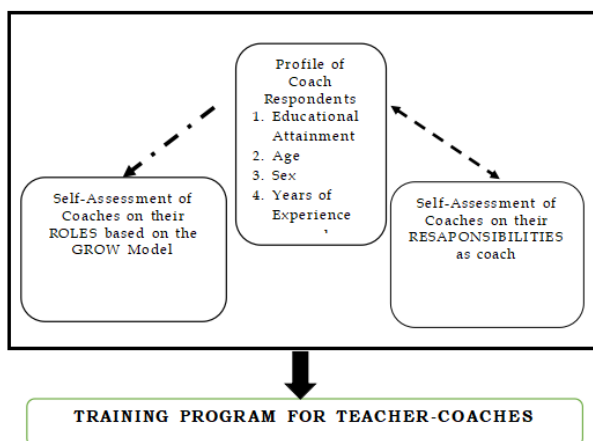


Fig 2. Research Paradigm

As shown in the research paradigm above, the researcher in the first box determined the profile of the coach respondents based on their educational attainment, sex, age, school affiliation and length of experience as coach. In the second box, the researcher determined the assessment of the teacher-coach respondents as regards their roles as coach based on the GROW Model. Statistical analysis was done by comparing the assessment based on the profile variables of the teacher-coach respondents. In the third box, the researcher determined the assessment of the teacher-coach respondents as regards their responsibilities as coach. Likewise, statistical analysis was done by comparing the assessment based on the profile variables of the coach respondents.

The result of the analysis of the study was the basis of the researcher in the development of a comprehensive training program to strengthen the ranks of the teacher-coaches in the school.

2.3. Hypothesis

This study tested the following hypothesis:

Ho1. There is no significant difference in the assessment of the teacher-coach respondents on their roles as coach to their players when they are grouped according to their profile.

Ho2. There is no significant difference in the assessment of the teacher-coach respondents on their responsibilities as coach to their players when they are grouped according to their profile.

Ho3. There is no significant relationship on the assessment of the teacher-coach respondents on their roles and responsibilities to their players.

3. METHODOLOGY

3.1. Sample and Sampling Technique

The respondents or participants of the study were the 25 physical education teachers and coaches both the male and female from the following courses: basketball, football, tennis, Taekwondo, Chinese martial arts, track and field, and table tennis. Literature References

Table 1. The respondents or participants of the study

SPORTS	MALE TEACHER-COACHES	FEMALE TEACHER-COACHES	TOTAL
basketball	3	1	4
football	3	1	4
tennis	2	1	3
taekwondo	2	1	3
Chinese martial arts	1	2	3
Track and field	3	2	5
Table tennis	2	1	3
TOTAL	16	9	25

3.2. Research Instrument and Technique

In this study, the questionnaire was the main instrument used.

The questionnaire has 3 main parts. The first part is on the profile of the coach respondents which include their sex, age, educational attainment, and length of years as a coach. The second part is on the assessment of the coach respondents on their roles as a coach based on the GROW Model.

The third part is on the assessment of the coach respondents on their responsibilities as a coach of their team.

The items are answerable using the 4 point-scale.

3.3. Data Gathering Procedure

The researcher made a letter of request to the concerned deans of the subject universities included in this study for the permit to gather data from their respective coaches.

After the approval, the researcher did the data collection from its target participants.

The collected data were then scanned, reviewed and checked before it is translated into matrix for the statistical analysis.

The statistical result was then analyzed and interpreted by the researcher following the sequence in the statement of the problem paused in this study.

3.4. Statistical Treatment of Data

3.4.1. Frequency Count and Percentage

The researcher used these two measures on the profile variables in the study namely the sex, age, educational attainment, number of years as coach, and school affiliation.

3.4.2. Weighted Mean

This was used by the researcher in the analysis of data based on the respondents' answers in SOP number 2 and 4 on the assessment of the coach respondents on their assessment of their roles and responsibilities as coach of different courses.

3.4.3. Standard Deviation

This was employed in every item that require the mean values to determine the measures of dispersion of the responses given by the respondents in the statement of the problems.

3.4.4. T-test or Analysis of Variance

This was used by the researcher in comparing the assessment of the coaches on their roles and responsibilities as a coach of the team when grouped according to profile.

3.5. Decision Criteria

All statistical treatments to be used in this study were done by using the 95% level of confidence. Any sig value which will be found lower than 5% significance level will be rejected. Otherwise it will be accepted, hence declaring no significance.

4. Results

4.1. Profile of the Respondents

Table 2. Frequency Distribution of Respondents' Profile

Profile	Frequency	Percentage
Sex		
Male	16	64%
Female	9	36%
Total	25	100%
Age		
Less than 25 years old	2	8%
25-35 years old	8	32%
36-45 years old	12	48%
46 years old & above	3	12%
Total	25	100%
Educational Attainment		
Bachelor's degree	25	100%
Total	25	100%
Length of Years as Coach		
5 years and below	2	8%
6-10 years	10	40%
11-15 years	6	24%
More than 15 years	7	28%
Total	25	100%

4.1.1. Sex

As shown in the results, 16 or 64% of the respondents are male, and 9 or 36% are female. This only shows that majority of the coaches are male.

4.1.2. Age

As reflected in the table, 2 or 8% of the coach respondents are less than 25 years old, 8 or 32% are 25-35 years old, 12 or 48% are 36-45 years old, and only 3 or 12% are 46 years old and above. This shows that coaches are mostly in their late 30s or early 40s.

4.1.3. Educational Attainment

Based on the result, all the coach respondents are Bachelor's degree holders (100%).

4.1.4. Number of Years as Coach

As indicated in the table, 2 or 8% of the coach respondents have been coach for 5 years and below, 10 or 40% for about 6-10 years, 6 or 24% for 11-15 years, and 7 or 28% for more than 15 years. This shows that most of the coach respondents have been coaching for not more than ten years.

Acknowledgment

4.2. Coach Respondents' Assessment on their Roles as Coach to their Players

Table 3. Summary of the Respondents' Assessment on their Roles as Coach to their Players

Roles of Coaches to their Players	Mean	SD	Qualitative Description	Interpretation	Rank
1. Clarifying Goal	3.62	0.18	Very True of Me	Highly Practiced	1
2. Understanding Reality	3.55	0.18	Very True of Me	Highly Practiced	2
3. Realizing Possible Outcomes	3.42	0.28	True of Me	Practiced	4
4. Determining a Way Forward	3.44	0.21	True of Me	Practiced	3
Over-all Mean	3.51	0.10	Very True of Me	Highly Practiced	

Legend: 3.51-4.00 Very True of Me/Highly Practiced; 2.51-3.50 True of Me/Practiced; 1.51-2.50 Seldom True of Me/Seldom Practiced; 1.00-1.50 Not True of Me/Neer Practiced

The over-all result shows that the most highly practiced roles of coach respondents towards their players was on clarifying goal, and on understanding reality as these were ranked first and second respectively, while determining a way forward, and realizing possible outcomes were ranked third and fourth respectively. The over-all results of 3.51 could tell that coach respondents highly practiced their roles as coach towards their players based on their own assessment.

4.3. Differences in the Assessment of Respondents on their Roles as Coach to their Players when they are Grouped According to Profile

The following tables present the differences in the assessment of respondents on their roles as coach to their players when they are grouped according to sex, age, and number of years as coach.

4.3.1. On Sex

Table 4. Differences in the Assessment of the Respondents on their Roles as Coach to their Players when they are Grouped According to Sex

Roles as Coach	Sex	Mean	SD	Computed t-value	Sig.	Decision on Ho	Interpretation
1. Clarifying Goal	Male	3.63	0.20	0.04	0.97	Accepted	Not Significant
	Female	3.62	0.12				
2. Understanding Reality	Male	3.34	0.16	-0.50	0.59	Accepted	Not Significant
	Female	3.38	0.21				
3. Realizing Possible Outcomes	Male	3.38	0.31	-1.33	0.25	Accepted	Not Significant
	Female	3.51	0.20				
4. Determining a Way Forward	Male	3.40	0.23	-1.30	0.21	Accepted	Not Significant
	Female	3.51	0.15				
Over-all	Male	3.48	0.11	-1.94	0.07	Accepted	Not Significant
	Female	3.36	0.06				

The over-all results gave a computed t-value of -1.94 and a significance value of 0.07. Since the sig value is greater than the level of 0.05, null hypothesis is accepted indicating no significant difference in the perception of the coach respondents considering their sex. The result suggests that male and female coach respondents in general have the same assessments as regards their roles towards their players.

4.3.2. On Age

The over-all results gave a computed F-value of 2.65 and a significance value of 0.08. Since the sig value is greater than the level of 0.05, null hypothesis is accepted indicating no significant difference in the perception of the coach respondents considering their age. The result suggests that coach respondents in general have the same assessments as regards their roles towards their players no matter what age group they belong.

Table 5. Differences in the Assessment of the Respondents on their Roles as Coach to their Players when they are Grouped According to Age

Roles as Coach	Age	Mean	SD	Computed F-value	Sig.	Decision on Ho	Interpretation
1. Clarifying Goal	<25 y/o	3.70	0.14	0.23	0.87	Accepted	Not Significant
	25-35 y/o	3.63	0.13				
	36-45 y/o	3.60	0.23				
	>45 y/o	3.67	0.12				
2. Understanding Reality	<25 y/o	3.50	0.14	0.20	0.89	Accepted	Not Significant
	25-35 y/o	3.58	0.20				
	36-45 y/o	3.53	0.18				
	>45 y/o	3.60	0.20				
3. Realizing Possible Outcomes	<25 y/o	3.70	0.14	1.50	0.30	Accepted	Not Significant
	25-35 y/o	3.45	0.18				
	36-45 y/o	3.33	0.34				
	>45 y/o	3.53	0.12				
4. Determining a Way Forward	<25 y/o	3.40	0.28	0.72	0.55	Accepted	Not Significant
	25-35 y/o	3.50	0.15				
	36-45 y/o	3.38	0.25				
	>45 y/o	3.53	0.12				
Over-all	<25 y/o	3.58	0.11	2.65	0.08	Accepted	Not Significant
	25-35 y/o	3.54	0.07				
	36-45 y/o	3.45	0.11				
	>45 y/o	3.58	0.06				

4.3.3. On Number of Years as Coach

Table 6. Differences in the Assessment of the Respondents on their Roles as Coach to their Players when they are Grouped According to Number of Years as Coach

Roles as Coach	No. of Years as Coach	Mean	SD	Computed F-value	Sig.	Decision on Ho	Interpretation
1. Clarifying Goal	5 years & below	3.70	0.14	0.39	0.76	Accepted	Not Significant
	6-10 years	3.62	0.15				
	11-15 years	3.57	0.29				
	>15 years	3.60	0.10				
2. Understanding Reality	5 years & below	3.50	0.14	0.10	0.96	Accepted	Not Significant
	6-10 years	3.54	0.19				
	11-15 years	3.57	0.15				
	>15 years	3.57	0.21				
3. Realizing Possible Outcomes	5 years & below	3.70	0.14	2.30	0.11	Accepted	Not Significant
	6-10 years	3.48	0.19				
	11-15 years	3.47	0.16				
	>15 years	3.23	0.39				
4. Determining a Way Forward	5 years & below	3.40	0.28	1.38	0.28	Accepted	Not Significant
	6-10 years	3.50	0.14				
	11-15 years	3.30	0.21				
	>15 years	3.49	0.25				
Over-all	5 years & below	3.58	0.11	1.05	0.39	Accepted	Not Significant
	6-10 years	3.54	0.07				
	11-15 years	3.48	0.05				
	>15 years	3.47	0.16				

The over-all results gave a computed F-value of 1.05 and a significance value of 0.39. Since the sig value is greater than the level of 0.05, null hypothesis is accepted indicating no significant difference in the perception of the coach respondents considering their number of years as coach. The result suggests that coach respondents in general have the same assessments as regards their roles towards their players no matter how long they have been working as coach.

4.4. Coach Respondents' Assessment on their Responsibilities as Coach to their Players

Table 7. Assessment of Respondents on their Responsibilities as Coach to their Players

Responsibilities of Coaches	Mean	SD	Qualitative Description	Interpretation	Rank
1. Conducting practices and games in a safe physical environment	3.76	0.44	Very True of Me	Highly Practiced	2.5
2. Using current knowledge of proper skills and methods of coaching.	3.76	0.44	Very True of Me	Highly Practiced	2.5
3. Providing use of safe and appropriate equipment.	3.52	0.51	Very True of Me	Highly Practiced	6.5
4. Considering proper short- and long-term planning	3.36	0.57	True of Me	Practiced	9
5. Matching proper of athletes in practice and games by size, experience and ability.	3.60	0.50	Very True of Me	Highly Practiced	4
6. Providing adequate supervision of athletes	3.48	0.51	True of Me	Practiced	8
7. Providing warnings to parents and athletes of risks inherent in sport participation	3.28	0.68	True of Me	Practiced	10
8. Being sensitive to the health and well-being of athletes under our care	3.52	0.51	Very True of Me	Highly Practiced	6.5
9. Preventing harassment and discrimination by coaching staff and athletes.	4.00	0.00	Very True of Me	Highly Practiced	1
10. Respecting and protecting the confidentiality of players' personal records	3.56	0.51	Very True of Me	Highly Practiced	5
Over-all Mean	3.58	0.18	Very True of Me	Highly Practiced	

According to the coach respondents, it was very true to them that it is their responsibility to prevent harassment and discrimination by coaching staff and athletes and this was given the highest rating of 3.76 by them as one of their responsibilities showing that this is being highly practiced. It was also very true to them that they conduct practices and games in a safe physical environment, they use current knowledge of proper skills and methods of coaching, they also match proper of athletes in practice and games by size, experience and ability, and they provide use of safe and appropriate equipment and all of these responsibilities were perceived to be highly practiced by the coaches. On the other hand, providing adequate supervision of athletes, considering proper short-and-long-term planning, and providing warnings to parents and athletes of risks inherent in sport participation were also found to be practiced by the coaches, but these responsibilities were given the lowest rating by the coaches. The over-all result of 3.58 shows that coaches have been doing their responsibilities towards their players to a high extent. According to Britton, Hill & Ward (2017), throughout the United States, tens of millions of young athletes participate in competitive sports every year on a weekly, and in many cases, daily basis. If there are tens of millions of young athletes participating in athletics throughout the year, this means that they are interacting with millions of different coaches who are also involved in athletics. Coaches, athletes, parents, and league administrators have the responsibility of gaining knowledge to better understand the impact that these coaches and their coaching styles have on the athletes with whom they associate. The coaching style that a coach develops or adopts can have a positive or a negative effect on his or her athletes, and it is important to understand the impact that attitude, demeanor, personality, and overall leadership style has on athletes. Because coaches play such a vital role in sport teams due to the fact that they are responsible for creating and maintaining an ideal condition for players to fulfill their fullest potential, if a coach does not develop a coaching style that is capable of gaining the attention, respect, and will to improve from his or her athletes, it is likely that he or she will not be able to motivate them in any form, which leads to a lack of success.

4.5. Differences in the Assessment of the Respondents on their Responsibilities as Coach to their Players when they are Grouped According to Profile

4.5.1. On Sex

Table 8. Differences in the Assessment of the Respondents on their Responsibilities as Coach to their Players when they are Grouped According to Sex

Responsibilities	Sex	Mean	SD	Computed t-value	Sig.	Decision on Ho	Interpretation
Responsibilities as Coach to their Players	Male	3.56	0.18	-0.79	0.44	Accepted	Not Significant
	Female	3.62	0.19				

As can be gleaned from the above table, a computed t-value of -0.79 and significance value of 0.44 were attained from the assessments of the coach respondents. Since the sig value is greater than the level of significance of 0.05, null hypothesis is accepted indicating no significant difference in the perception of the coach respondents considering their sex. This only shows that male and female coaches have the same perceptions about their responsibilities as coach to their players.

4.5.2. On Age

Table 9. Differences in the Assessment of the Respondents on their Responsibilities as Coach to their Players when they are Grouped According to Age

Responsibilities	Age	Mean	SD	Computed F-value	Sig.	Decision on Ho	Interpretation
Responsibilities as Coach to their Players	<25 y/o	3.75	0.07	2.34	0.10	Accepted	Not Significant
	25-35 y/o	3.54	0.19				
	36-45 y/o	3.54	0.17				
	>45 y/o	3.77	0.06				

As indicated in the above table, a computed F-value of 2.34 and significance value of 0.10 were attained from the assessments of the coach respondents. Since the sig value is greater than the level of significance of 0.05, null hypothesis is accepted indicating no significant difference in the perception of the coach respondents considering their age. The result could tell that coaches have the same perceptions about their responsibilities as coach to their players no matter what age group they belong.

4.5.3. On Number of Years as Coach

Table 10. Differences in the Assessment of the Respondents on their Responsibilities as Coach to their Players when they are Grouped According to Number of Years as Coach

Responsibilities	Number of Years as Coach	Mean	SD	Computed F-value	Sig.	Decision on Ho	Interpretation
Responsibilities as Coach to their Players	5 years & below	3.75	0.07	1.20	0.33	Accepted	Not Significant
	6-10 years	3.57	0.19				
	11-15 years	3.50	0.09				
	>15 years	3.63	0.22				

In reference to the above table, a computed F-value of 1.20 and significance value of 0.33 were attained from the assessments of the coach respondents. Since the sig value is greater than the level of significance of 0.05, null hypothesis is accepted indicating no significant difference in the perception of the coach respondents considering their number of years as coach. This explains that coaches have the same perceptions about their responsibilities as coach to their players no matter how long they have been working as coach.

4.6. Relationship between the Roles of Coaches and their Responsibilities to their Players

Table 11. Relationship Between the Roles of Coaches and their Responsibilities to their Players as Perceived by Themselves

Responsibilities of Coaches to their Players in relation to their Roles in terms of:	Computed r	Sig.	Decision on Ho	Interpretation
1. Clarifying Goal	0.48	0.01	Rejected	Significant
2. Understanding Reality	0.24	0.26	Accepted	Not Significant
3. Realizing Possible Outcomes	0.42	0.04	Rejected	Significant
4. Determining a Way Forward	0.12	0.57	Accepted	Not Significant
Over-all	0.40	0.04	Rejected	Significant

As can be gleaned from the table above, responsibilities of coaches to their players were not found to be significantly correlated with their roles in terms of understanding reality, and determining a way forward. But in terms of clarifying goal, and realizing possible outcomes, significant relationship with their responsibilities as coach was evident to a moderate degree. This can be explained that that their responsibilities to their players have something to do with their roles on clarifying goal, and in realizing possible outcomes. This further explains that while the coaches do their responsibilities as coach, the goal that they want to achieve for their players can be easily achieved, and options or possible outcomes for any activity can be realized. The overall result suggests that being a highly responsible coach could influence positively the way they practice their roles as coach towards their players.

5. Literature References

Kajal, et al (2013) argued that there is a need for proper guidance and leadership to achieve organizational goals. Chelladurai (2012) developed the multidimensional model of leadership to allow studies to distinguish leadership traits that differentiate coaching leadership styles. The researchers consider that it is important to understand the styles and principles of leadership that coaches use. Furthermore, a coach must be in possession of related knowledge leadership and management competence.

Ganaden, et al (2017) pointed out that coach is one of the fundamental pillars of the formation and development of sports teams and their important role in the performance of the players cannot be ignored. Coach can create and cultivate an environment around the team that affects athlete development and team performance. According to them, considering the quick advances of sports in different competitions.

However, coaching leadership behaviors vary greatly, ranging from very strict coaches to egalitarian coaches who take the athlete's perspective highly into account. Nonetheless, certain leadership styles can lead to increased performance, fulfillment and commitment. The success of a team mainly depends on the behavior of coaches and players of that team. Hence the present study aims to assess the roles and responsibilities of the coaches among their players or coaches in the top four (4) universities in Hunan Province.

Lorimer and Jowett (2010) documented that the coaching experience is an individual factor that influences coaches' empathetic accuracy and is thereby related to how effective and successful coaches are in their interactions with athletes. Chiu & Huang (2011) stressed that coaches' responsibility is not only on training but also a role model of players.

6. Conclusion

According to the findings above, this research came up with the following conclusions: (1) coaches are mostly male in their early middle age, and have been coaching for a little while. While all of them have earned their bachelor's degree, none of them have at least tried to pursue their graduate studies; (2) coaches have strong belief that they highly practice their roles as coach towards their players; (3) perceptions of the coaches as regards their roles to their players are comparably the same considering their sex, age, and years of being a coach; (4) from the perspective of the coaches, they are performing their responsibilities towards their players very well; (5) coaches have approximately the same perceptions of their responsibilities to their players taking into account their sex, age, and years of being a coach; (6) responsibilities of coaches have something to do with their roles. This could mean that being a highly responsible coach may influence positively the way they practice or perform their roles as coach towards their players. Therefore, responsibilities are the actions the coaches must fulfill for the roles they play.

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