

# Experiences of Martial Arts Coaches Dealing with Parents: Managing Relationship

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**Abstract:** This study examines the experiences of martial arts coaches dealing with parents and how they manage their relationships as coaches. The research was conducted at Chongqing Normal University in China, involving five university martial arts coaches who have been serving for at least 18 years. The study revealed that these coaches have a passion for teaching and a strong emphasis on research, competition, and professional development. The experiences coaches have with parents before training are multi-faceted, encompassing various themes that contribute to fostering a positive and supportive environment. As coaches guide their trainees or athletes through the training process, the interactions between coaches and parents play a pivotal role in shaping the overall journey. Post-training interactions focus on various themes that aim to foster a supportive and encouraging environment for the young athletes. During a competition, the involvement of parents in the training process takes on a new dimension, and their interaction with coaches becomes crucial to the athletes' performance. After the competition concludes, coaches engage in interactions with the parents of their trainees or athletes to reflect on the performance and progress achieved. Recommendations from the study include maintaining regular communication with parents, educating them about the martial arts discipline, highlighting character development, discipline, and respect, requesting positive reinforcement rather than solely on competition results, clearly communicating training goals and expectations, offering constructive feedback after competitions or training sessions, encouraging parents to participate in specific training activities, managing expectations realistically, and demonstrating professionalism, respect, and dedication as a coach.

**Keywords:** Enter key words or phrases in alphabetical order, separated by commas.

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## 1. Introduction

There is a segment of parents who try to coach their children during games. They are often seen standing near the sidelines, barking instructions across the field or gym floor. This causes a major problem for athletes because instructions from the parent may not mirror what's being taught in practice by the coach. As a result, there is a major conflict with respect to expectations. Why do parents attempt to coach from the sidelines? Perhaps they served as youth league coaches, and when their child moved on to the next level, they never surrendered that role. It could be that they are former players themselves who believe they have a better understanding of the game than the varsity coach. Another theory is that the parent has no awareness or self-control. Whatever the reason, parental coaching can be a problem for coaches and athletes. The athlete has oftentimes been stuck in the middle of this tug-of-war between the parent and his or her coach. Because the parent and coach are rarely on the same page, this causes a conflict as the athlete tries to determine whom to listen to.

Martial arts is a field in sports where not all parents are in agreement on what their children desire for their sports. Parental influence has been researched in some depth, but other factors can also influence a child's behavior and decision-making process. Fraser-Thomas et al. (2018) acknowledge that limited research has been conducted examining the influence of sibling relationships in sports. Research there identifies that siblings can have a significant influence on one another in terms of behavior and development. Both Larson and Richards (2019) and Whiteman et al. (2020) identified that siblings spent more time with each other, participating in a wider range of activities than with parents or peers outside of school.

This inquiry tried to explore the experiences of coaches of martial arts in their dealings with the parents before the actual training or competition, during the training and competition, and after the training and competition for martial arts. This inquiry further explored the insights of the martial arts coaches on actions to take to prevent and deal with such problems.

This study is significant to the following people or groups of people, and it is expected to benefit: Parents. This paper will be significant to the parents of the athletes because they will be provided with different information about the coaches' experiences dealing with them. It will give the man idea of which experiences are helpful and which are not contributing to the training of their children. Martial Arts Coaches. The study is a good vehicle for martial arts coaches to learn about the varied experiences of coaches with parents. It will provide them with information on the commonly encountered situations between coaches and parents. In this way, it will help them strategize their actions should the same situation happen to them.

Student-Athletes. This study could provide student-athletes in martial arts with the idea of how their coaches suffer or benefit from the experiences of coaches with their parents.

School Administrators. Since martial arts are one of the key sports in China, the school administrators can use the data that they will derive from this inquiry, which they can utilize for their future actions and programs, to help improve the martial arts program, which will be beneficial to all the stakeholders.

Future researchers. This study is beneficial to future researchers because it will provide them with vast knowledge on their reviews and for what direction they will use the information that they will gather in this inquiry.

## **2. Definition of Terms**

In order for the intended readers to have a clearer understanding of this paper, the researcher has provided both the conceptual and operational definitions of the following terms:

### **2.1. Coach-athlete**

Relationship. Relationships are the foundation of coaching, and even though a relationship is a two-way street, it's the coach's responsibility to pursue a real relationship with their athletes. Coaches hold a place of respect and authority but still feel reachable enough for athletes to open up and view their coach as a role model or mentor.

### **2.2. Relationship**

Genuine relationships between athletes and coaches generate more trust, better communication, and a winning attitude. An open line of communication helps everyone be more honest with one another, which leads to stronger training, athletic progress, and personal growth.

### **2.3. Sporting Parent**

A sporting parent, for example, is responsible for helping their child develop values like honesty, integrity, humility, courage, and discipline. A sporting parent can help a child develop time management skills. A sporting parent can teach an athlete to be more responsible for their own behavior.

### **2.4. Coaching Philosophy**

A coaching philosophy is a statement or a few statements about what you value and how you approach your role as a coach. It also addresses your purpose, beliefs, and principles.

## **3. Summary Of Findings**

### **3.1. Description of the Coaches of Martial Arts**

The coaches in this group display notable diversity in age, gender, academic titles, teaching responsibilities, research focus, and involvement in associations and committees, each contributing unique perspectives and experiences to the field of sports education.

The coaches' diverse backgrounds, expertise, research focus, and involvement in various associations and committees collectively contribute to a dynamic and comprehensive sports education environment at Chongqing Normal University. Their passion for teaching, dedication to research, and engagement in sports governance all work in unison to foster a well-rounded and inclusive sports education experience for their students and the broader sports community.

### **3.2. Experiences with the Parents of Trainees or Athletes Before the Training**

The experiences of the coaches with the parents of their trainees or athletes before the training emphasize the significance of effective teaching strategies and approaches. Coach 3 advocates for a holistic teaching approach that integrates ethics and values, while Coach 4 highlights the importance of setting clear goals and promoting student interest in sports. Coach 5 emphasizes the need to make teaching content relevant and relatable to students' lives. Collectively, these teaching strategies create a learning environment that fosters engagement, enthusiasm, and a sense

of purpose in the young athletes, ultimately enhancing their overall learning experience and growth in martial arts.

The experiences of the coaches with the parents of their trainees or athletes before the training emphasize the paramount importance of safety and emergency preparedness. Coach 4's emphasis on safety awareness and organizational discipline highlights the collective responsibility of everyone involved in the training process. Coach 5's focus on clear teaching goals and strict safety requirements ensures that safety remains at the forefront of every training session. By adopting these safety-focused approaches, coaches and parents work together to create a secure and conducive learning environment for young athletes, enabling them to thrive in their physical education classes.

### **3.3. Experiences with the Parents of Trainees or Athletes During the Training**

The experiences of the coaches with the parents of their trainees or athletes during the training highlight the crucial aspect of meeting individual needs and progress. Coach 3's emphasis on collaboration between parents and coaches ensures holistic support for students' improvement. Coach 4's teaching strategies, such as progressive content and accommodating difficulty levels, contribute to a positive and inclusive learning environment. Both coaches recognize the importance of student interest in sports, which plays a pivotal role in shaping their enthusiasm, knowledge, and skill development. By employing these approaches, coaches and parents collaborate to create a nurturing training environment that fosters individual growth and achievement in sports.

Effective communication with parents during the training period is a critical aspect of the coaching process. Coaches should keep parents updated on their child's progress and address any concerns that may arise. Building a positive and transparent relationship with parents is essential to creating a supportive and cooperative training environment. By providing satisfactory answers to parents' questions and fostering trust, coaches can ensure that parents are actively involved in their child's sports journey and are supportive partners in the training process.

Fostering interest and motivation in students during training requires a thoughtful and supportive coaching approach. Coaches should be patient, understanding, and gradually increase training intensity to maintain enthusiasm. Demonstrating coaching expertise can also serve as a source of inspiration for students, encouraging them to progress in their training. Additionally, a positive and encouraging teaching style is essential to building students' confidence and commitment to the sport. Through these strategies, coaches can effectively nurture the interest and motivation of their trainees or athletes throughout the training process.

### **3.4. Experiences with the Parents of Trainees or Athletes After the Training**

Effective communication with parents after the training is vital for maintaining a strong partnership between coaches and families. Building trust, providing personalized feedback, and expressing gratitude are key elements in fostering a positive and supportive environment for the students' growth and development. By nurturing this relationship, coaches can ensure that parents feel engaged, informed, and valued members of the training community, ultimately benefiting the overall progress and success of the young trainees or athletes.

The experiences of coaches with parents after the training

revolve around individualized training and progress monitoring. Coaches focus on identifying and addressing students' shortcomings, communicating with parents to assess progress, and managing the collaborative efforts between coaches, parents, and class teachers. By tailoring training to meet individual needs and maintaining effective communication with parents, coaches strive to ensure the best possible outcomes for the trainees' growth and development in the sports or martial arts programs.

The experiences of coaches with parents after the training revolve around motivating and encouraging students. Coaches emphasize providing positive reinforcement, expressing gratitude for parental recognition, praising commendable efforts, and engaging in constructive discussions with parents to address any challenges to the students' motivation. These approaches create a supportive and encouraging environment that nurtures the students' love for the sport or martial arts, leading to their continued growth and development as athletes or trainees.

### **3.5. Experiences with the Parents of trainees or Athletes Before the Competition**

Coaches' experiences with parents before the competition center around pre-competition preparation and planning. They emphasize open communication about expectations, meticulous organization of competition materials, understanding event regulations, psychological preparation for students, and introducing the competition details to parents. These proactive measures create a supportive environment for athletes, ensuring they are well-prepared and mentally ready to face the challenges of the upcoming competition. The experiences of coaches with parents before the competition show a strong emphasis on the support and involvement of parents. Coaches encourage

parents to believe in their children's goals, address important pre-competition matters, and actively participate in their child's growth and competition experience. This collaborative approach between coaches and parents creates a nurturing and supportive environment for the young athletes, enhancing their preparation and overall performance during the competition.

The experiences of coaches with parents before the competition show a focus on the psychological and physiological aspects of pre-competition preparation. Coaches play a crucial role in guiding and motivating the students to understand the significance of the competition and prepare mentally and physically for the event. They also recognize the importance of managing the training load and intensity to optimize performance and the significance of proper nutrition during the competition. This comprehensive approach helps create a positive and conducive environment for the athletes to excel in the upcoming competition.

### **3.6. Experiences with the Parents of Trainees or Athletes During the 1.5.Competition**

The experiences of coaches with parents during the competition underline the coach's pivotal role on the field. Coaches are responsible for maintaining the athletes' focus and motivation, analyzing on-field situations, adapting strategies, providing guidance during moments of pressure, and offering tactical advice. Their presence and influence during the competition are essential to the athletes' performance and success, making effective coaching a crucial element in achieving positive outcomes in the competition.

Communication with parents during the competition is an essential aspect of a coach's role. Coaches understand the impact parents can have on their child's performance, and they work to guide parents in supporting their children positively. They also keep parents informed about the competition, encourage them to be respectful on the sidelines, and emphasize the importance of valuing the experience and growth over mere competition results. By fostering effective communication with parents, coaches create a supportive and encouraging environment that benefits the athletes during the competition.

Coaches provide essential psychological and emotional guidance to both athletes and parents during the competition. They pay attention to athletes' well-being and prepare them physiologically by controlling their diet and rest. They also address nervous emotions and concerns that athletes may experience, providing them with the necessary support and encouragement. Additionally, coaches work on mobilizing athletes' emotions and tapping into their potential, fostering a positive mindset, and ensuring peak performance during the competition. Through these efforts, coaches create a supportive and empowering environment for athletes and their parents during this critical phase of the competition.

### **3.7. Experiences with the Parents of trainees or Athletes After the 1.7.Competition**

Post-competition communication and feedback are integral to the coaching process. Coaches engage in open discussions with parents, sharing insights on the child's performance and creating tailored training plans. They also lead student summaries, instilling a healthy perspective on competition outcomes. Moreover, coaches value parental input and emphasize the students' growth and dedication, fostering a collaborative and supportive environment that celebrates the achievements and efforts of the young athletes. Through effective post-competition communication, coaches strengthen the bond between athletes, parents, and themselves, ultimately contributing to the holistic development of the trainees or athletes.

Coaches prioritize character development and ethical training alongside technical skills after the competition. They focus on building a strong foundation of basic skills, carrying forward the spirit of martial arts, and nurturing positive attitudes in both the athletes and their parents. By integrating these values into their coaching approach, the coaches aim to shape not only skilled athletes but also well-rounded individuals who embody the true essence of martial arts. Through this holistic approach, coaches contribute to the trainees' personal growth and moral development, equipping them not only for success in sports but also in life.

Coaches actively foster a culture of continuous improvement and learning from the competition experience. By involving athletes in post-game analysis and encouraging self-reflection, coaches empower them to identify areas for growth. Additionally, coaches recognize the importance of their own professional development and constantly strive to optimize training methods. Furthermore, they prioritize the recovery and well-being of athletes, understanding that a holistic approach is essential for sustained success. Through these practices, coaches demonstrate their commitment to supporting the growth and success of their trainees, both on and off the field.

## 4. Conclusion

As coaches guide their trainees or athletes through the training process, the experiences they have with parents play a pivotal role in shaping the overall journey. The interactions between coaches and parents during the training period revolve around several essential themes that contribute to the athletes' growth and development. The first theme highlights the importance of meeting individual needs and progress, as coaches work closely with parents to ensure personalized attention and tailored training programs that cater to each athlete's strengths and areas for improvement. The second theme revolves around communication with parents during training, where coaches share insights into the students' progress, address questions and concerns, and foster a collaborative relationship between all parties involved. Lastly, coaches emphasize the significance of fostering interest and motivation in students and encouraging parental support to keep the athletes enthusiastic and engaged throughout the training process. By exploring these themes, we gain valuable perspectives on how coaches and parents collaborate to create a supportive and nurturing environment that nurtures young talents and helps them flourish.

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