

Appraisal of Ethics on Key Value of Chinese Athletes Towards a Model for Athletic Training Program

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Abstract: The purpose of this study is to explore the role of ethical evaluation of athletes' key values in practice and to provide guidance for the training model of athletes. Ethics in sport requires four key values: fairness, integrity, responsibility and respect. In this study, a mixture of qualitative and quantitative data collection and analysis methods were used to conduct a questionnaire survey and analysis of 194 student-athletes. The results show that the four core ethical values of fairness, integrity, responsibility and respect can help coaches and athletes to train and compete more scientifically under their own sports rules and form correct professional ethics. Based on the research results, this paper proposes an ethical evaluation based on the core values of athletes, aiming to promote the development of athletes' skills and level through daily training mode, promote the cultivation of athletes' teamwork ability and leadership ability, and shape athletes' personal character and values.

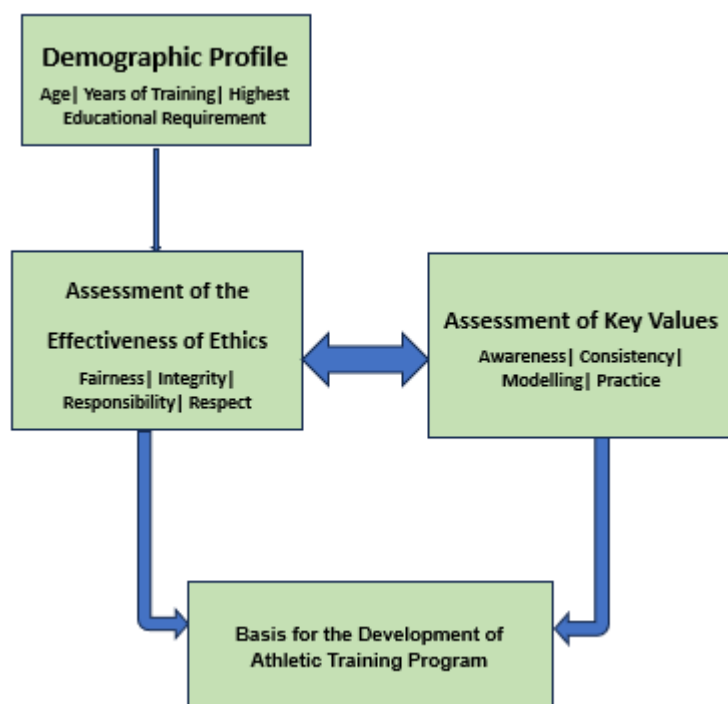
Keywords: Chinese athletes, Key values, ethical evaluation, sports training models.

1. Introduction

Morality in sports training is like a beam of light in front of pedestrians in the dark night, which both regulates and guides athletes to the road of good. The core of moral education is the process of cultivating and educating people. The subject of competitive sports sets up a kind of ideology through moral education, and uses this ideology to combine morality with competitive sports effectively. In China, all kinds of sports leagues at all levels have developed rapidly and vigorously with the progress of China's social economy. The ethical level of competitive sports has also been greatly improved. The development of sports competition in our country cannot be separated from athletes with strong comprehensive quality and high skill and tactics. Under the premise of the market economy entering the basketball field, the treatment of athletes has been improved, and even can be comparable with

the European and American powers. However, the work ethic of Chinese athletes is not as good as that of European and American powers, or even some Asian countries. This is mainly reflected in the lack of professional spirit, professional ethics is not strong, weak willpower, will be more susceptible to outside interference. This in itself hinders the healthy development of competition in China. The research on the core values of Chinese athletes can theoretically improve the moral education and system construction of athletes, and repair the existing inadequacies and deficiencies, so as to improve the efficiency of sports training and provide good impetus for the development of China's sports cause.

2. “Appraisal of Ethics on Key Value of Chinese Athletes Towards a Model for Athletic Training Program”.



The current study's research paradigm is depicted in Figure A. The variables identified include demographic factors such as age, years of training, and highest educational requirement, an evaluation of the effectiveness of ethics in terms of fairness, integrity, responsibility, and respect, and, finally, an evaluation of key values such as awareness, consistency, modeling, and practice. One of the goals of this research is to see if there is a significant difference in the evaluation of the effectiveness of ethics when student-athletes are classified based on demographic factors. While the main goal is to determine how the evaluation of the effectiveness of ethics is related to the evaluation of key values. The researcher intends to create an athletic training program based on the findings.

assessment tool. Descriptive correlation studies are studies in which researchers are primarily interested in describing associations between variables rather than trying to establish cause-and-effect relationships. Researchers will use descriptive methods to obtain evaluations of athletes' key values; Use a comparative approach to describe differences when profiles are used as test factors; The correlation method was used to explore the significant correlation between and among the relevant variables.

Assessment of the respondents as regards to the effectiveness of ethics' appraisal to the following key values

3. This Is Primarily a Descriptive Comparative Correlation Study

The survey methodology is derived from a standardized

3.1. Fairness

Table 1. Assessment of the Respondents as Regards to the Effectiveness of Ethics' Appraisal based on Fairness Key Value

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Despite of the existence of a wide range of challenges, I always follow established rules and guidelines of the sports I am into.	3.72	0.49	Very High	4
2. I say positive things about my school and the team I worked with.	3.70	0.51	Very High	5
3. The fact that my university keeps refine old skills to run a team, I assert communication and motivation methods innovatively and fairly.	3.69	0.50	Very High	6
4. I use the training services initiatives given by my school leaders and coaches.	3.62	0.57	Very High	8
5. I am effective as an athlete because I persuade and influence my teammates to play fair and do best in the game.	3.64	0.57	Very High	7
6. As an athlete, I reject stimulant drugs and genetic technology that goes against human ethics.	3.80	0.50	Very High	2
7. I don't abuse anyone, I don't provoke opponents, I don't make bad gestures.	3.74	0.54	Very High	3
8. As an athlete, I do not violate the laws of gender and change my gender to participate in the competition.	3.84	0.39	Very High	1
COMPOSITE MEAN	3.72	0.39		

Legend: 1.00-1.50: No Extent at All (Low); 1.51-2.50: Moderate Extent (Average); 2.51-3.50; Great Extent (High); 3.51-4.00: Very Great Extent (Very High)

Table 1 summarizes the respondents' evaluation of the effectiveness of ethics' appraisal based on the fairness key value, with a mean score of 3.72 and a standard deviation of 0.39. This implies that they have a very high rating on this construct and strongly agree that, as athletes, they do not violate gender laws and change their gender to compete (M = 3.84), that they reject stimulant drugs and genetic technology that violate human ethics (M = 3.80), and that they do not abuse anyone, provoke opponents, or make bad gestures (M = 3.74). Similarly, they are unanimous in their belief that, despite the existence of a wide range of challenges, they always follow established rules and guidelines of the sports they participate in (M = 3.72) and that they speak positively about their school and the team with which they worked (M = 3.70).

What do we mean when we talk about fairness in everyday life? Equity refers to "small relative differences between

individuals, groups, or individuals in some or other aspect of their input or access status." P. Garg, J. Villasenor and V. Foggo(2020) argued that fair competition gives sports beauty. Fair play is a common language, fair play is a recognition of disparity, and we associate fair play with moral values such as justice, fairness, and human dignity. Always play in the right spirit of friendship and respect for others, uniting the entire sporting world. As athletes interact with each other in sport, it is necessary to regularly consider and define what is right and what is wrong, to make the right choice in matters of fair play, free of self-interest and bias, in an honest and rules-based manner, to test and learn how to live a rewarding and fulfilling life in society, and to work together in pursuit of human excellence.

3.2. Integrity

Table 2. Assessment of the Respondents as Regards to the Effectiveness of Ethics' Appraisal based on Integrity Key Value

Indicators	Mean	SD	Verbal Interpretation	Rank
1. I am aware of my strengths, and I hone them well, as well as my weaknesses, and I improve them to maintain the integrity of my sports.	3.75	0.50	Very High	2.5
2. I feel a sense of belongingness and camaraderie with my team.	3.76	0.43	Very High	1
3. I trust fully my personal and sports career as success.	3.60	0.65	Very High	8
4. I have reached self-actualization and personal growth because I maintain deep and meaningful relationships with my teammates and coach, as well as to the sports I am into.	3.64	0.56	Very High	7
5. The commitment I have to play in this school is based on good reasons and I do accept criticisms constructively.	3.69	0.54	Very High	6
6. I want to win the race, but focus more on my own efforts to participate in the race.	3.74	0.46	Very High	4
7. I am always grateful to the coaches and officials who allowed me to participate in competitive competitions.	3.71	0.50	Very High	5
8. I shall not engage in any criminal conduct that damages the reputation of the school and the sports team.	3.75	0.44	Very High	2.5
COMPOSITE MEAN	3.70	0.42		

Legend: 1.00-1.50: No Extent at All (Low); 1.51-2.50: Moderate Extent (Average); 2.51-3.50; Great Extent (High); 3.51-4.00: Very Great Extent (Very High)

Table 2 assesses the evaluation of the effectiveness of ethics' appraisal in terms of integrity as a key value. Based on tabulated data, it obtained a composite mean score of 3.70 and a standardized deviation of 0.42. This means that the student-athletes strongly agree that they have a sense of belonging and camaraderie with their team ($M = 3.76$), that they are aware of their strengths and work hard to hone them, as well as their weaknesses and improve them, in order to maintain the integrity of their sports ($M = 3.75$), and that they will not engage in any criminal conduct that harms the reputation of the school and the sports team ($M = 3.75$). Furthermore, it appears that they value this construct and want to win the race, but they are more focused on their own efforts to compete ($M = 3.74$) and are always grateful to the coaches and officials who allow them to compete ($M = 3.71$).

The lowest mean, though it was high extent, "I trust fully my personal and sports career as success." would implicate that the student-athletes have better confidence on themselves and it can be deduced they inculcated the right ethics and values to themselves. This was supported by the research of Professors Tongeren, P. y. & Becker, M.I.(2009)believe that integrity and morality play an important role in the process of

establishing and perfecting the socialist market economic system. Similarly, integrity has a huge impact in sports. First of all, honesty is the basis for maintaining order. Integrity is an important part of the cost of sports activities, and the level of integrity determines the scale of sports organizations. Lack of credit is a hot issue discussed by people in recent years. Treachery, match-fixing and match-fixing have become major social hazards in sport. It is not only the minimum requirement of morality, but also in line with the principle of personal interests to cultivate athletes' personal credit concept and take honesty as the basic code of conduct. Sport is a social and cultural activity that, if done fairly, can enrich friendships between societies and nations. Sport is also regarded as a personal activity, which provides athletes with the opportunity to know themselves, express themselves, and realize themselves. It allows athletes to gain personal achievement, skill acquisition and ability to demonstrate that sport is not just about winning or losing, but bringing out the best in athletes.

3.3. Responsibility

Table 3. Assessment of the Respondents as Regards to the Effectiveness of Ethics' Appraisal based on Responsibility Key Value

Indicators	Mean	SD	Verbal Interpretation	Rank
1. I fully believe and accept responsibility for my performance, as well as the actions on the game field.	3.74	0.48	Very High	1.5
2. I have complete trust and control on my performance in the game and, when lost, not to blame the officiating.	3.63	0.61	Very High	8
3. I believe that this school and the coach is always attentive and proactive to the needs of the athletes.	3.65	0.53	Very High	7
4. I see to it that myself and my coach is up to date to the rules and regulations of the governing sports.	3.69	0.53	Very High	6
5. I am always sure that everyone in my team conduct ourselves in an honorable way off the field, as well as on it.	3,70	0.52	Very High	5
6. I obey the arrangements of the school or the organization, and take training and competition seriously.	3.74	0.46	Very High	1.5
7. I shall be involved in and responsible for my own needs, including being managed by the organization, having proper equipment and being punctual.	3.71	0.49	Very High	4
8. When I am seeking or receiving training from any other coach, I will proactively inform my coach.	3.72	0.51	Very High	3
COMPOSITE MEAN	3.70	0.45	Very High	

Legend: 1.00-1.50: No Extent at All (Low); 1.51-2.50: Moderate Extent (Average); 2.51-3.50; Great Extent (High); 3.51-4.00: Very Great Extent (Very High)

Table 3 shows the assessment of the effectiveness of ethics' appraisal in terms of responsibility as a key value, with a composite mean score of 3.70 and a standard deviation of 0.45. The findings show that student-athletes place a high value on this factor and fully believe and accept responsibility for their performance as well as their actions on the field (M = 3.74), that they obey school or organization rules and take training and competition seriously (M = 3.74), and that they will proactively inform their coach if they seek or receive training from another coach (M = 3.72). Similarly, they are frequently involved in and responsible for their own needs, including being managed by the organization, having proper equipment, and being punctual (M = 3.71), and they are always certain that everyone in their team conducts themselves honorably both off and on the field (M = 3.70).

"I have complete trust and control on my performance in the game and, when lost, not to blame the officiating," having the mean score of 3.63, would implicate the maturity and

sportsmanship as developed well to the student-athletes.

The victory of life is not won on the battlefield, nor on the stage of the decisive battle, but in the quiet and forgotten preparation time won. In every competition, success or failure is in the hands of the individual athlete. Fisher, M. L., & Exline, J.J. (2006) suggest that athletes first correct their training attitude, understand their responsibilities, and set high career goals for themselves. Athletes make continuous progress through their own efforts, often voluntarily increase the amount of exercise, constantly improve their skills, develop persistent training habits, maintain the best sports state, actively cope with the competition, and do not shrink in the competition, and eventually become excellent athletes and achieve excellent sports results. (Fisher, m.l., & Exline, j.j. 2006)

3.4. Respect

Table 4. Assessment of the Respondents as Regards to the Effectiveness of Ethics' Appraisal based on Respect Key Value

Indicators	Mean	SD	Verbal Interpretation	Rank
1. I always practice respect for my teammates, opponents, coaches, and officials.	3.76	0.43	Very High	3
2. I fully believe that as member of the team of the school, conflicts must be dealt with decisively, especially to other opponent teams.	3.76	0.43	Very High	3
3. I am aware that stress management is necessary to be attended in school sportsfest or any recreational games to secure fun and the spirit of sportsmanship in the community.	3.68	0.54	Very High	7
4. I have ability to cope mediate on a stress response like losing a game.	3.63	0.57	Very High	8
5. I do not have enough control over the games but what I can control is my performance to do my best.	3.70	0.50	Very High	6
6. I have polite words and deeds to the audience and obey the organizational arrangements; Respect for the property of others whether personal or public.	3.78	0.43	Very High	1
7. Respect the dignity of individuals; Verbal and physical harassment and abuse are unacceptable.	3.74	0.48	Very High	5
8. Respect rules and laws, and respect your opponents. Respect and protect the organization's intellectual property and other equipment, team rules.	3.76	0.46	Very High	3
COMPOSITE MEAN	3.73	0.42	Very High	

Legend: 1.00-1.50: No Extent at All (Low); 1.51-2.50: Moderate Extent (Average); 2.51-3.50; Great Extent (High); 3.51-4.00: Very Great Extent (Very High)

In terms of respect as a key value, Table 4 shows how the student-athletes rated the effectiveness of ethics' appraisal. Analysis of the descriptive statistics revealed a composite mean score of 3.73 and a standard deviation of 0.42. This implies that respondents frequently have polite words and deeds to the audience and obey the organizational arrangements; respect for others' property, whether personal or public (M = 3.78); that they always practice respect for their teammates, opponents, coaches, and officials (M = 3.76); and that they fully believe that as members of the school's team, conflicts must be dealt with decisively, especially with other opposing teams (M = 3.76). Furthermore, they always respect rules and laws, as well as their opponents' (M = 3.76) and individuals' dignity (M = 3.74).

"I have ability to cope mediate on a stress response like losing a game," having a mean score of 3.63 would implicate that ethical standards had been developed well among the athletes.

Everyone desires the respect of others in interpersonal communication, which is one of the basic spiritual needs of human beings. Sylvia Burrow (2020) found in her research

that athletes respect others psychologically and keep in mind that everyone is equal in personality, which will not cause athletes to become arrogant because of their high status. First, when you have respectful thoughts in your mind, it is possible to take respectful actions. Coaches are good at training athletes to change their roles according to the changes of time and place in daily training, so that athletes can better understand the rules of the game, avoid causing malicious fouls and causing fatal injuries to opposing athletes, which can not only increase the sympathy and empathy of athletes when deciding the way of behavior. Athletes get better.

4. Significant Difference in The Assessment of The Respondents as To the Extent of The Key Values When the Sub Variables Are Taken as Test Factors

4.1. Awareness

Table 5. Assessment of the Extent of the Key Values in terms of Awareness

Indicators	Mean	SD	Verbal Interpretation	Rank
1. I am aware of my limitations and weaknesses.	3.64	0.60	Very High	4
2. I always identify right action from wrong.	3.62	0.61	Very High	5
3. I know what I believe in and stand for it.	3.69	0.58	Very High	2.5
4. I make decision that make sense the most.	3.69	0.54	Very High	2.5
5. Knowing my values well would help me find good opportunities.	3,71	0.49	Very High	1
COMPOSITE MEAN	3.67	0.49	Very High	

Legend: 1.00-1.50: No Extent at All (Low); 1.51-2.50: Moderate Extent (Average); 2.51-3.50; Great Extent (High); 3.51-4.00: Very Great Extent (Very High)

Table 5 shows the assessment of the extent of the key values in terms of awareness. According to the descriptive statistics, the composite mean score was 3.67, with a standard deviation of 0.49. This implies that the student-athletes have a strong belief in this construct and that knowing their values well will help them find good opportunities (M = 3.71), that they know what they believe in and stand for it (M = 3.69), and that they make decisions that make the most sense (M = 3.69).

“I always identify right action from wrong,” having the mean 3.62 score, it can be deduced that the concepts of right and wrong are very clear to the mindsets of the athletes. Consciousness and moral cultivation is one of the important issues in the development of human society. Consciousness refers to people's ability to recognize and understand their

own existence, the surrounding environment and social relations; Moral cultivation refers to the cultivation and improvement of personal moral quality and moral level in the code of conduct. Belief is also crucial to an athlete's performance. Ninety percent of success depends on training and scientific planning. Jackson, Susan A. (1996) found that for athletes, consciousness is the internal source of motivation to internalize and actively abide by moral norms, so as to promote athletes to achieve A higher state of moral cultivation. An athlete with good values, by understanding and observing the code of ethics, can show noble character and excellent moral cultivation in the code of conduct.

4.2. Consistency

Table 6. Assessment of the Extent of the Key Values in terms of Consistency

Indicators	Mean	SD	Verbal Interpretation	Rank
1. I am disciplined with my behavior.	3.69	0.49	Very High	2
2. I instill consistency in practice because it sharpens my attention.	3.27	0.47	Very High	4
3. I see to it that I always comply with the rules.	3.72	0.47	Very High	1
4. I try hard to break old habits.	3.24	0.51	Very High	5
5. I prioritize my task and see to it I am progressing.	3,68	0.53	Very High	3
COMPOSITE MEAN	3.52	0.18	Very High	

Legend: 1.00-1.50: No Extent at All (Low); 1.51-2.50: Moderate Extent (Average); 2.51-3.50; Great Extent (High); 3.51-4.00: Very Great Extent (Very High)

The assessment of extent of the key values in terms of consistency is shown in Table 11, with a composite mean score of 3.52 and a standard deviation of 0.18. The findings could imply that the student-teachers always make sure they follow the rules (M = 3.72), that they are disciplined with their behavior (M = 3.69), and that they prioritize their tasks and make sure they are progressing (M = 3.68).

“I try hard to break old habits,” 3.24 as the mean score would implicate that once the athlete had established unfavorable habits, the process of uprooting it would take time, thus, support and proactive discipline from the coach had to be present.

Striving in sportsmanship means constantly striving for excellence and improvement. Priest, Robert F., Jerry V. Krause, and Johnston Beach(1999) More than 20 years ago,

three doctors found that the practice of athletes has a positive demonstration effect in society, inspiring and motivating more people to pursue their dreams. The dissemination and practice of the struggle of sportsmanship and the value of struggle will continue to promote the development of society in a more positive direction. In social practice, the athletes' struggle and fighting spirit play a positive role in the demonstration of society. Their tenacity and persistence inspire countless viewers and fans, making followers have the courage and determination to pursue their dreams and challenge difficulties. Through their practice, athletes convey positive power to the society, making people understand that only hard work and hard work can achieve success.

4.3. Modelling

Table 7. Assessment of the Extent of the Key Values in terms of Modelling

Indicators	Mean	SD	Verbal Interpretation	Rank
1. I always stand for what is right.	3.71	0.50	Very High	1
2. I always align my goals to what I do.	3.24	0.50	Very High	5
3. I visualize myself in the future as successful in my career.	3.65	0.55	Very High	2.5
4. I am efficient and proactive in my task.	3.65	0.57	Very High	2.5
5. I work with teams so things are easier to accomplish.	3,25	0.49	Very High	4
COMPOSITE MEAN	3.50	0.22	Very High	

Legend: 1.00-1.50: No Extent at All (Low); 1.51-2.50: Moderate Extent (Average); 2.51-3.50; Great Extent (High); 3.51-4.00: Very Great Extent (Very High)

Table 7 displays the results of an evaluation of the extent of the key values in terms of modeling. The composite mean score was 3.50, and the standard deviation was 0.22. The findings may imply that student-athletes always stand for what is right (M = 3.71), that they envision themselves as successful in their career in the future (M = 3.65), and that they are efficient and proactive in their tasks (M = 3.65).

“I always align my goals to what I do,” 3.24 as the lowest mean score in the table would implicate that the athlete has the maturity and right discipline to set goals and achieved them.

Professional athlete is a profession which requires high comprehensive quality. They need not only proficiency, but also perseverance, a spirit of hard work and the ability to adapt flexibly. The stability of athletes from debut to competitive performance is the focus of this stage. This stage

is also relatively the longest, requires a lot of time and energy, need to constantly adjust their playing style and technique. Lynch, Sandra, Daryl Adair, and Paul Jonson. (2014) suggest that at this stage, athletes need to seriously consider their strengths and personal conditions, and find the right guidance and coach. At the same time, they also need to maintain a good mentality and strive to improve their competitive level to lay a solid foundation for future development. Many athletes have a clear direction and goals, seriously think about what kind of person they want to become in the future, what kind of achievements in what field, and according to personal characteristics and interests to set goals in line with their own development potential and advantages. Lynch, Sandra, Daryl Adair and Paul Johnson.

4.4. Practice

Table 8. Assessment of the Extent of the Key Values in terms of Practice

Indicators	Mean	SD	Verbal Interpretation	Rank
1. I do what I am good at,	3.66	0.53	Very High	4
2. Training myself rigorously helped me achieved the goals.	3.69	0.51	Very High	1
3. I practice my sports with the right amount of discipline.	3.68	0.51	Very High	2.5
4. Making my vision goal real is achieve through practice.	3.68	0.49	Very High	2.5
5. I always picture myself as independent and successful.	3,55	0.68	Very High	5
COMPOSITE MEAN	3.65	0.47	Very High	

Legend: 1.00-1.50: No Extent at All (Low); 1.51-2.50: Moderate Extent (Average); 2.51-3.50; Great Extent (High); 3.51-4.00: Very Great Extent (Very High)

The findings of an analysis of the extent of the key values in terms of practice are presented in Table 8. Based on the tabulated data, it generated a composite mean score of 3.65 and a standard deviation of 0.47. This demonstrates that the student-athletes strongly agree that rigorous training helped them achieve their goals (M = 3.69), that they practice their sports with the appropriate level of discipline (M = 3.68), and that making their vision goal a reality is accomplished through practice (M = 3.68).

“I always picture myself as independent and successful,” 3.55 as the lowest mean score would be interpreted as positively favorable to the athletes since having the mindset of independence and success would lead to better and brighter future.

Sport is not only a kind of human physical activity, but also a spiritual pursuit. Neil, R., Cropley, B., Wilson, K., & Faull, A. (2013) found that the core value of sportsmanship lies in struggle and hard work, which plays an important role in athletes' practice. Athletes will face all kinds of difficulties and challenges in training and competition, such as the physical limit, the opponent's strength and psychological pressure. They are not shaken by failures and setbacks in practice, but more firm in their beliefs and learn valuable lessons from them. Athletes through the process of training and competition exercise perseverance and the ability to meet challenges, these qualities in work or study and other fields, need to struggle and hard work spirit to achieve success. Sports training also fosters teamwork, helping athletes to work with teammates and coaches to form efficient and collaborative teams.

5. Conclusion

1.The professional ethics of athletes will affect the development of individuals, teams and society. Therefore,

athletes should pay more attention to the cultivation of ethics during training and competition to improve their professional ethics. "A higher quality of friendship is promoted in team sports and physical activities," which is beneficial to respondents. Therefore, team sports are a great opportunity for athletes to use in training and competition, not only to improve health, but also to promote teamwork and camaraderie.

2. As the results of this study fail to reject the null hypothesis, there is no significant difference between the key values of ethics in training and in competition for athletes and age. Finally, as the grade level the respondent dealt with increased, the assessment of the respondent increased significantly, which justifies different assessments of the level of ethical and moral key values of the athlete in training.

6. Recommendations

The following recommendations are presented based on the given conclusions:

Based on the above conclusions, the following suggestions are made.

1. Athlete ethics should be paid attention to in the training process to improve the professional ethics of athletes. Giving reward and incentives to performing athletes would motivate each athlete to perform best.

2. Adding more team sports in practice can not only enhance friendship, but also promote individual development and team understanding.

3. There is a need to provide creative training and seminars for education and training personnel engaged in sports to develop better sports training strategies.

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