

Risk Management in Sport for Athletes Towards A Successful Sporting Program

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Abstract: This paper delves into the realm of risk management in sports, particularly focusing on coaches' and athletes' perspectives within the context of the Henan Institute of Technology in China. It explores various dimensions of risk management, including creating a safe physical environment, providing adequate supervision, offering appropriate emergency care, and ensuring proper skills and methods of instruction. The study employs a non-experimental quantitative design, utilizing descriptive research methods and cross-sectional assessments. Data will be gathered through a self-made questionnaire, validated through expert evaluation and pilot testing. Statistical analyses, including frequency count, weighted mean, T-test/ANOVA, and Pearson's r correlation analysis, will be conducted to examine relationships and differences among variables. Ethical considerations, such as informed consent and privacy, will be strictly adhered to throughout the study. The study aims to provide insights beneficial to coaches, student-athletes, athletic moderators, parents, and future researchers, ultimately contributing to the enhancement of risk management practices in sports settings. The implementation plan outlines strategies for pre-training preparation, training activities, and post-activity evaluation to ensure the effectiveness and applicability of risk management measures in sports events.

Keywords: Risk management, physical environment, supervision, emergency.

1. Introduction

Managing injury risk is important for maximising athlete availability and performance. Although athletes are inherently predisposed to musculoskeletal injuries by participating in sports, etiology models have illustrated how susceptibility is influenced by repeat interactions between the athlete (i.e. intrinsic factors) and environmental stimuli (i.e. extrinsic factors). Such models also reveal that the likelihood of an injury emerging across time is related to the interconnectedness of multiple factors cumulating in a pattern of either positive (i.e. increased fitness) or negative adaptation (i.e. injury). (Roe, M.2017).

In this country of the United States, families and society are very concerned about the risks of sports, demand The U.S. government takes the risks of sport seriously and makes a difference, and the U.S. government and related services avoid sports. In the event of accidents, relevant laws and regulations have been formulated and relevant measures have been taken for sports risks. Final research The researchers believe that sports entities must have multiple layers of defense and have various warning signs, and that the organization should be in the dimension Comprehensive and detailed description of the contract aspects of repair and proper use (Mike Stocz & Fred Williams ,2019).

Coaches at all levels experience the pleasure of watching young people develop their sports skills and contribute to successful teams. However, coaches also have important legal and ethical obligations to their schools and their athletes. Many of these obligations are natural extensions of the mission and goals of the institution's athletic program. Others are derived from laws or from society's expectations. Coaches planning their risk management philosophy should begin by composing a risk management policy statement (Montana, 2021).

The risk management policy statement should describe the coaching staff's commitment to protecting the health and

safety of the participants. The statement may contain positive messages like, "we commit to ensuring participants' safety", or negative ones like, "we do not tolerate practices that place participants in a position to sustain injuries from causes that are not inherent in the sport". The policy statement must be implemented in practice (J Environ Public Health, 2022).

Legal responsibilities are usually well defined and are often points of emphasis in coaching certification programs. State athletic associations, departments of education, and other government organizations determine the range of legal responsibilities for a coach. These responsibilities usually are formulated to maintain the safety and well-being of the athletes and to maintain the educational focus of the athletic program. Providing warnings to athletes and parents of the risks associated with a sport is a responsibility that likely arose after a serious sport-related injury occurred during a practice or game. Failure to perform this duty may put a coach, and even an entire athletic program, at risk of litigation (Zhou Huang, 2021).

1.1. Statement of the Problem

This research determined the risk management in sports for athletes with the objective of creating a successful sports program. This paper provided a summary of the concepts of risk management in sports, and it investigated the interaction of risk management to the variables identified in the study.

1.2. Significance of the Study

This study benefited the following sectors.

Coaches. This study would augment the literature on risk management for coaches since coaches have more liability concerns than academic faculty because of the nature of their work. Understanding risk management and legal liability concepts associated with their profession will help coaches limit liability and create a safer working environment.

Student-Athlete. Gaining insights about the significance

of risk management can contribute to the creation of a more effective training settings that will avoid harm and injury as they engaged in the sports activities.

Athletic Moderator. The primary objective of the athletic moderator is to take charge of the coaches and athletes' plans and organize their respective activities. Thus, to be successful in his job, risk management is an essential component he needs to consider as he plans and organizes the people's activities under his ward.

Research Design

This study employed a non-experimental quantitative design which will naturally measure the occurrence of variables. Specifically, the descriptive research design and cross-sectional assessments used to describe the significant

relationship and difference between the duties of the coach to the assessment of the respondents in risk management.

Results, Interpretation and Analysis

This chapter presented the results of the study in tabular presentation following the sequence of the statement of the problems and its discussion.

This chapter included a tabular representation of the collected data, as well as its analysis and interpretation. The conclusions presented in this section are based on the findings of a statistical analysis conducted using jamovi 2.3.19.

The research questions for this study have been revisited. As a result, the findings, as well as their interpretation and analysis, were presented.

Profile of the respondents in terms of sex, age, and identity

Table 1. Frequency and Percentage of Demographic Profile

Age	Counts	% of Total
18	65	15 %
19	64	14 %
20	47	11 %
21 and above	271	61 %
Sex		
Female	221	49 %
Male	226	51 %
Identity		
Athlete	226	51 %
Coach	221	49 %

Table 1 displayed descriptive data on the frequency and percentages of selected athletes' and coaches' age, gender, and identity. According to the data, 15% were under the age of 18, 14% were between the ages of 19 and 20, and 61% were 21 and older. This meant that the vast majority of the respondents are 21 years old or older.

In terms of their assigned sex, 49% were female, while 51% were male, implying that most of the respondents are male.

Finally, 51% identified as athletes, while 49% identified as

sports coaches, indicating that the majority of them are sports athletes.

2. Assessment of the Respondents on the Duties of a Coach in Relation to The Following

2.1. Safe Physical Environment

Table 2. Assessment of the Respondents on the Duties of a Coach in Relation to Safe Physical Environment

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Has the ability to organize and supervise a total sports program and event.	2.42	1.09	Low Extent	6
2. Has previous successful coaching experience in the assigned sport.	2.79	0.95	High Extent	1
3. Has awareness of the weather-related conditions such as lightning and heat temperature of the place.	2.70	0.99	High Extent	4
4. Has enough knowledge of the sports' equipment needed in the event.	2.74	0.95	High Extent	3
5. Sports equipment are all in good condition.	2.76	0.98	High Extent	2
6. Has active safety precautions from the sporting activities.	2.63	0.95	High Extent	5
COMPOSITE MEAN	2.67	0.44	High Extent	

Legend: 1.00-1.50: Strongly Disagree (Very Low Extent); 1.51-2.50: Disagree (Low Extent); 2.51-3.50; Agree (High Extent); 3.51-4.00: Strongly Agree (Very High)

Table 2 summarizes respondents' perceptions of a coach's duties based on a safe physical environment, with a mean score of 2.67 and a standard deviation of 0.44. This implies that respondents have a high level of knowledge in this domain and that they agree that an effective coach has previous successful coaching experience in the assigned sport (M = 2.79) and that all sports equipment is in good condition (M = 2.76). Similarly, they agree that an effective coach should have sufficient knowledge of the sports equipment

required for the event (M = 2.74) as well as awareness of weather-related conditions such as lightning and heat temperature (M = 2.70).

“Has the ability to organize and supervise a total sports program and event”, 2.42 as the lowest mean would implied that the sense of maturity of the athletes must be developed further.

2.2. Adequate Supervision

Table 3. Assessment of the Respondents on the Duties of a Coach in Relation to Adequate Supervision

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Has thorough knowledge of all the athletic policies by the board of education and the school for their implementation.	2.77	0.94	High Extent	1
2. Has prepare training program and rules for the athletes.	2.69	0.97	High Extent	6
3. Advises the athletes of their method and the needed procedural changes or improvement.	2.74	0.97	High Extent	4
4. Gives and handles discipline to the athletes.	2.74	0.98	High Extent	4
5. Gives constant attention to a students' athlete's grades and conduct.	2.74	0.96	High Extent	4
6. By his presence at all practices, games, and while traveling, provides assistance, guidance, and safeguards for each participant.	2.76	0.99	High Extent	2
COMPOSITE MEAN	2.74	0.40	High Extent	

Legend: 1.00-1.50: Strongly Disagree (Very Low Extent); 1.51-2.50: Disagree (Low Extent); 2.51-3.50; Agree (High Extent); 3.51-4.00: Strongly Agree (Very High)

Table 3 depicts the respondents' assessment of the duties of a coach in terms of adequate supervision. Based on tabulated data, it obtained a composite mean score of 2.74 and a standardized deviation of 0.40. This means that respondents agree that a coach should have thorough knowledge of all athletic policies implemented by the board of education and the school (M = 2.77) and provide assistance, guidance, and

safeguards for each participant (M = 2.76). Furthermore, they agree that a coach advises athletes on their method and any necessary procedural changes or improvements (M = 2.74) and pays close attention to a student athlete's grades and conduct (M = 2.74).

2.3. Appropriate Emergency Care

Table 4. Assessment of the Respondents on the Duties of a Coach in Relation to Appropriate Emergency Care

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Know and provide first aid while medics are still being waited.	2.89	0.96	High Extent	1
2. Has an emergency plan during the sporting event.	2.67	0.96	High Extent	6
3. Has a list of athletes' parents/guardina's names and phone numbers.	2.76	0.96	High Extent	4
4. Identify the location of the nearest hospital or medical facility.	2.81	0.95	High Extent	2
5. Warn players and spectators of inherent risks.	2.77	0.95	High Extent	3
6. Supervise a well-stocked first-aid kit at all training sessions and competitions.	2.74	0.96	High Extent	5
COMPOSITE MEAN	2.77	0.41	High Extent	

Legend: 1.00-1.50: Strongly Disagree (Very Low Extent); 1.51-2.50: Disagree (Low Extent); 2.51-3.50; Agree (High Extent); 3.51-4.00: Strongly Agree (Very High)

Table 4 shows the assessment of the duties of a coach in terms of appropriate emergency care, with a composite mean score of 2.77 and a standard deviation of 0.41. The findings show that the respondents' assessment was considered to be high. This means they agree that a coach should be able to provide first aid while medics are on the way (M = 2.89) and may be able to locate the nearest hospital or medical facility (M = 2.81). They also agree that a coach should warn players and spectators about potential hazards (M = 2.77) and keep a

list of athletes' parents or guardians' names and phone numbers (M = 2.76).

“Has an emergency plan during the sporting event”, 2.67 as the lowest mean would implied that planning for sporting event would mitigate risks.

2.4. Proper Skills and Methods of Instruction

Table 5. Assessment of the Respondents on the Duties of a Coach in Relation to Proper Skills and Methods of Instruction

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Properly plan the activity, practice and game.	2.76	0.99	High Extent	4
2. Provide appropriate instruction.	2.70	0.96	High Extent	5
3. Provide a safe physical environment.	2.77	1.02	High Extent	2
4. Match athletes by ability and age/size.	2.77	0.98	High Extent	2
5. Evaluate athletes for injury or incapacity.	2.65	0.97	High Extent	6
6. Have an emergency plan and provide appropriate emergency assistance in the event of an accident or injury.	2.77	0.97	High Extent	2
COMPOSITE MEAN	2.74	0.42	High Extent	

Legend: 1.00-1.50: Strongly Disagree (Very Low Extent); 1.51-2.50: Disagree (Low Extent); 2.51-3.50: Agree (High Extent); 3.51-4.00: Strongly Agree (Very High)

Table 5 shows how respondents rated the assessment of a coach's duties in terms of proper skills and methods of instruction. According to the descriptive statistics, the composite mean score was 2.74, with a standard deviation of 0.42. This indicates that respondents believe a coach provides a safe physical environment ($M = 2.77$) and matches athletes based on ability and age/size ($M = 2.77$). They also agree that a coach should have an emergency plan and provide appropriate emergency assistance in the event of an accident or injury ($M = 2.77$) and that the activity, practice, and game

should be properly planned ($M = 2.76$).

3. Significant Difference on The Assessment of The Respondents in Duties of The Coach When Their Profile Is Taken as Test Factor

3.1. Age

Table 6. Difference in the Assessment of Duties of the Coach based on Age

	F	df1	df2	p	Interpretation	Decision
Safe physical environment	0.27	3	443	0.847	Not Significant	Accept H_0
Adequate supervision	0.73	3	443	0.532	Not Significant	Accept H_0
Appropriate emergency care	2.07	3	443	0.104	Not Significant	Accept H_0
Proper skills and methods of instruction	0.47	3	443	0.707	Not Significant	Accept H_0

Table 6 depicts the difference in the assessment of the coach's duties when respondents are classified based on their age. The researcher will not reject the null hypothesis because all the generated p-values for a safe physical environment ($F = 0.27$; $df = 3, 443$; $p = 0.847$), adequate supervision ($F = 0.73$; $df = 3, 443$; $p = 0.532$), appropriate emergency care ($F = 2.07$; $df = 3, 443$; $p = 0.104$), and proper skills and methods of

instruction ($F = 0.47$; $df = 3, 443$; $p = 0.707$) are greater than the 0.05 level of significance. Hence, it can be inferred that, regardless of their age, their assessment of the duties of the coach is the same.

3.2. Sex

Table 7. Difference in the Assessment of Duties of the Coach based on Sex

	t	df	p	Interpretation	Decision
Safe physical environment	0.77	445.00	0.444	Not Significant	Accept H_0
Adequate supervision	0.35	445.00	0.727	Not Significant	Accept H_0
Appropriate emergency care	0.76	445.00	0.448	Not Significant	Accept H_0
Proper skills and methods of instruction	1.25	445.00	0.212	Not Significant	Accept H_0

The research of Guoyu gang(2016) showed that Previous

research on coaches-athletes mainly based on Jowett and

Poczwadowski (2007) put forward the integration theory model of coaches-athletes relationship, mainly discusses the leading variables and outcome variables, but throughout the previous research rarely from the perspective of athletes attachment to the coaches-athletes relationship, and how to maintain a positive relationship between coaches and athletes. Therefore, this study explores the theory of attachment and relationship maintenance strategy theory from the perspective of individual and behavior Difference in the Assessment of Duties of the Coach based on Sex. Table 7 shows how the assessment of duties of the coach differs when the respondents are grouped based on their sex. An analysis of

independent sample t-tests revealed p-values that are greater than the 0.05 level of significance for a safe physical environment ($t = 0.77$; $df = 445.00$; $p = 0.444$), adequate supervision ($t = 0.35$; $df = 445.00$; $p = 0.727$), appropriate emergency care ($t = 0.76$; $df = 445.00$; $p = 0.448$), and proper skills and methods of instruction ($t = 1.25$; $df = 445.00$; $p = 0.212$). This means that the null hypothesis will not be rejected, and the researcher will conclude that coach duties assessment does not differ by gender.

3.3. Identity

Table 8. Difference in the Assessment of Duties of the Coach based on Identity

	t	df	p	Interpretation	Decision
Safe physical environment	1.74	445.00	0.083	Not Significant	Accept H_0
Adequate supervision	1.17	445.00	0.242	Not Significant	Accept H_0
Appropriate emergency care	0.79	445.00	0.430	Not Significant	Accept H_0
Proper skills and methods of instruction	0.68	445.00	0.496	Not Significant	Accept H_0

The independent t-test was used to determine if there is a significant difference in the assessment of duties of the coach when the respondents are grouped based on their identity. Since all of the generated p-values for a safe physical environment ($t = 1.74$; $df = 445.00$; $p = 0.083$), adequate supervision ($t = 1.17$; $df = 445.00$; $p = 0.242$), appropriate emergency care ($t = 0.79$; $df = 445.00$; $p = 0.430$), and proper skills and methods of instruction ($t = 0.68$; $df = 445.00$; $p = 0.496$) are greater than the alpha level of 0.05, the researcher will not reject the null hypothesis. This means that regardless

of whether they are athletes or coaches, their assessment of the variable is the same.

4. Assessment in the Risk Management of The Respondents with Regards to The Following

4.1. Holding of Sports Event

Table 9. Assessment of Risk Management with Regards to Holding of Sports Event

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Has set a pre-participation physical exam to those who will join the sports events.	2.72	1.01	High Extent	3.5
2. Has checked the Outdoor facilities for uneven playing surface.	2.71	1.01	High Extent	5
3. Out-of-bound areas should be clear of obstructions and all boundaries should be clearly marked.	2.75	0.97	High Extent	1
4. Has supervised areas of the athletes, the spectators, families and nonparticipating players for safety.	2.74	1.01	High Extent	2
5. Conduct a safe program before the event.	2.72	1.01	High Extent	3.5
6. Must be aware of the outdoor weather concerns in the area.	2.70	1.01	High Extent	6
COMPOSITE MEAN	2.73	0.43	High Extent	

Legend: 1.00-1.50: Strongly Disagree (Very Low Extent); 1.51-2.50: Disagree (Low Extent); 2.51-3.50; Agree (High Extent); 3.51-4.00: Strongly Agree (Very High)

The assessment of the respondents' risk management with regards to holding sports events is presented in Table 9. The descriptive statistics show a composite mean score of 2.73 and a standard deviation of 0.43. This indicates that respondents agree that out-of-bounds areas should be clear of obstructions and that all boundaries should be clearly marked ($M = 2.75$) and supervised areas for athletes, spectators,

families, and nonparticipating players for safety ($M = 2.74$). Furthermore, they agree to administer a pre-participation physical exam to those who will participate in sports events ($M = 2.72$) and to conduct a safe program prior to the event ($M = 2.72$)

4.2. Game Facilities and Equipment

Table 10. Assessment of Risk Management with Regards to Game Facilities and Equipment

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Supervise whether there is adequate amount of equipment.	2.76	0.96	High Extent	4.5
2. Has checked all equipment prior to the start of practice or competition.	2.76	0.96	High Extent	4.5
3. Has policy or training on the proper use of equipment.	2.70	0.98	High Extent	6
4. Has instructed players in the correct use of the equipment.	2.82	0.98	High Extent	1
5. Oversee that equipment adhere to the standard specifications designated by the sport.	2.79	1.00	High Extent	2.5
6. Keeps proper warranty and safety criteria.	2.79	1.00	High Extent	2.5
COMPOSITE MEAN	2.77	0.43	High Extent	

Legend: 1.00-1.50: Strongly Disagree (Very Low Extent); 1.51-2.50: Disagree (Low Extent); 2.51-3.50; Agree (High Extent); 3.51-4.00: Strongly Agree (Very High)

Table 10 provides an assessment of risk management with regards to game facilities and equipment. Based on the tabulated data, the variable obtained a composite mean score of 2.77 and a standard deviation of 0.43. This indicates that respondents agree that the coach has instructed players on proper equipment use ($M = 2.82$) and that the equipment adheres to the sport's standard specifications ($M = 2.79$). Additionally, they agree to maintain proper warranty and safety criteria ($M = 2.79$) and to have checked all equipment prior to the start of practice or competition ($M = 2.76$).

School sports field equipment is the basic guarantee to ensure the smooth progress of physical education teaching

(María José Maciá, 2020), and the special nature of physical activities makes the occurrence of sports risks possible at any time. Analysis of school sports venues equipment and sports risk for school sports development: not only can understand the current situation of the school sports development, make up for the deficiency in the process of school sports development, provide the latest information for the school sports development can also reduce the sports teaching, sports activities in the process of sports risk, promote the reasonable specification of school equipment, encourage sports teachers on sports risk.

4.3. Athlete Supervision

Table 11. Assessment of Risk Management with Regards to Athlete Supervision

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Properly plan the activity, practice and game.	2.76	1.00	High Extent	3
2. Provide appropriate instruction.	2.72	1.03	High Extent	4.5
3. Provide a safe physical environment.	2.68	1.01	High Extent	6
4. Provide adequate and proper equipment. Including all prescribed safety equipment for players.	2.79	1.00	High Extent	1
5. Evaluate athletes for injury or incapacity.	2.72	1.01	High Extent	4.5
6. Supervise players and the activity closely.	2.78	1.03	High Extent	2
COMPOSITE MEAN	2.74	0.44	High Extent	

Legend: 1.00-1.50: Strongly Disagree (Very Low Extent); 1.51-2.50: Disagree (Low Extent); 2.51-3.50; Agree (High Extent); 3.51-4.00: Strongly Agree (Very High)

Table 11 shows an evaluation of risk management in terms of athlete supervision, with a composite mean score of 2.74 and a standard deviation of 0.44. This could imply that respondents agree that the coach provides adequate and proper equipment for players, including all prescribed safety equipment ($M = 2.79$) and evaluates athletes for injury or

incapacity ($M = 2.78$). Similarly, this implies that they agree that the coach planned the activity, practice, and game properly ($M = 2.76$) and provided appropriate instruction ($M = 2.72$).

4.4. Injury Prevention and Response

Table 12. Assessment of Risk Management with Regards to Injury Prevention and Response

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Has a record on the athletes' preexisting medical problems like diabetes, epilepsy, etc.	2.71	1.02	High Extent	5
2. Has signed parental release forms that give permission for medical treatment in case of emergency, should be readily accessible.	2.74	1.00	High Extent	3.5
3. Well-knowledgeable how to use first aid kit.	2.64	0.99	High Extent	6
4. Supervise a well-stocked first-aid kit in all training sessions and competitions.	2.81	1.00	High Extent	1
5. Should a medical emergency occur, he need to know the location of the nearest telephone to call emergency teams.	2.77	1.01	High Extent	2
6. Has emergency plan and aware how to use it.	2.74	1.01	High Extent	3.5
COMPOSITE MEAN	2.73	0.44	High Extent	

Legend: 1.00-1.50: Strongly Disagree (Very Low Extent); 1.51-2.50: Disagree (Low Extent); 2.51-3.50; Agree (High Extent); 3.51-4.00: Strongly Agree (Very High)

An assessment of risk management with respect to injury prevention and response is presented in Table 12. The composite mean score is 2.73, while the standard deviation is 0.44. This indicates that the participants concur that the coach should ensure a properly stocked first-aid kit is present during all training sessions and competitions ($M = 2.81$), and that in the event of a medical emergency, he should be aware of the closest telephone number in order to contact emergency teams ($M = 2.77$). Additionally, they concur that the coach possesses an emergency plan and is knowledgeable of its utilization (M

$= 2.74$), has parental release forms signed authorizing medical treatment in the event of an emergency, and should be easily accessible ($M = 2.74$).

5. Significant Relationship Between the Duties of The Coach to The Assessment of The Respondents in Risk Management

Correlation Matrix

		Holding of Sports Events	Game Facilities and Equipment	Athlete Supervision	Injury Prevention and Response
Safe physical environment	Coefficient	0.13	0.04	-0.01	0.09
	p-value	0.006	0.399	0.893	0.055
Adequate supervision	Coefficient	0.13	0.03	0.14	0.09
	p-value	0.007	0.512	0.004	0.068
Appropriate emergency care	Coefficient	0.10	0.09	0.06	0.03
	p-value	0.034	0.070	0.197	0.533
Proper skills and methods of instruction	Coefficient	0.18	0.12	0.05	0.04
	p-value	<.001	0.013	0.334	0.408

Legend: .00-0.19: Very Weak; 0.20-0.39: Weak; 0.40-0.59: Moderate; 0.60-0.79: Strong; 0.80-1.00: Very Strong

As a summary, the correlation matrix quantifies the relationship between a representative sample of coaches and athletes' risk management practices and the evaluation of coach responsibilities. Analysis of the Pearson correlation revealed that there are some domains in which the variables have relationships. Specifically, there are relationships between safe physical environment and holding of sports event ($r = 0.13$; $p = 0.006$; very weak positive), adequate supervision and holding of sports event ($r = 0.13$; $p = 0.007$; very weak positive), as well as athlete supervision ($r = 0.14$;

$p = 0.004$; very weak positive), appropriate emergency care and holding of sports event ($r = 0.10$; $p = 0.034$; very weak positive), and proper skills and methods of instruction and holding of sports event ($r = 0.18$; $p = <0.001$; very weak positive), as well as game facilities and equipment ($r = 0.12$; $p = 0.013$; very weak positive). The correlation coefficients are positive, indicating that as the assessment of the aforementioned domains of responsibilities of the coach increases, the assessment of some domains of risk management also increases, and vice versa.

6. Discussion

SUMMARY OF FINDINGS

The study on risk management in sports, focusing on the perspectives of coaches and athletes at the Henan Institute of Technology in China, revealed several important insights.

1. It was found that creating a safe physical environment was a top priority for both coaches and athletes. This included factors such as proper equipment maintenance, facility upkeep, and adherence to safety protocols.

2. The provision of adequate supervision emerged as crucial in mitigating risks during sports activities. Coaches and athletes emphasized the importance of vigilant oversight to prevent accidents and injuries.

3. The study highlighted the significance of offering appropriate emergency care. Both coaches and athletes recognized the importance of having trained personnel and accessible medical resources on-site to respond effectively to emergencies.

4. Furthermore, ensuring proper skills and methods of instruction was identified as essential for risk management in sports. Coaches and athletes emphasized the role of effective coaching techniques in reducing the likelihood of injuries.

7. Conclusions

In conclusion, the findings of this study underscore the multifaceted nature of risk management in sports. By addressing various dimensions such as creating a safe environment, providing supervision, offering emergency care, and ensuring proper instruction, sports organizations can significantly enhance their risk management practices.

1. The utilization of a non-experimental quantitative design allowed for a comprehensive understanding of coaches' and athletes' perspectives on risk management. Statistical analyses revealed important relationships and differences among variables, providing valuable insights for stakeholders.

2. The study's implementation plan outlines practical strategies for pre-training preparation, training activities, and post-activity evaluation, aiming to enhance the effectiveness and applicability of risk management measures in sports events.

3. Overall, this study contributes to the body of knowledge on risk management in sports settings and provides actionable recommendations for coaches, student-athletes, athletic moderators, parents, and future researchers. By prioritizing safety and implementing evidence-based practices, sports organizations can create safer environments for participants and minimize the occurrence of injuries and accidents.

8. Recommendations

Sports risk management is of great importance to college students, mainly in the following aspects:

1. Ensure the safety of students: There are certain safety risks when college students engage in sports and activities, such as sports injuries, accidents, etc. Through scientific and effective sports risk management measures, the incidence of accidental injuries in sports can be reduced, and the life safety and health of students can be guaranteed.

2. Increase sports participation: Effective sports risk management can reduce students' concerns and worries about sports activities, and increase their motivation and enthusiasm to participate in sports. By establishing a safe and healthy sports environment, students can be stimulated to be

interested in sports, increase their participation in sports, and promote their physical and mental health development.

3. Cultivating Safety Awareness: Sports risk management helps to develop students' safety awareness and risk awareness. When participating in physical activities, students need to learn to identify and assess potential safety risks, and take corresponding preventive and protective measures. Through the practice of sports risk management, students' safety awareness and self-protection ability can be improved, so that they can protect their safety more independently in their daily life.

4. Promote teamwork: Physical activities often require students to work collaboratively in teams, and effective risk management can promote collaboration and communication among team members. In the process of risk management, students need to collaborate with each other to develop safety plans, implement measures, and respond to emergencies in a timely manner, which helps to develop students' teamwork spirit and emergency response skills.

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