

Coaching Behavior and Athletes' Team Performance Toward an Optimal Coaching Framework for Maximizing Team Excellence

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Abstract: The study of Coaching behavior and athlete team performance towards an optimal coaching framework for maximizing team excellence determines the level of awareness of team athletes based on the sports they value according to the coaching method of their coaches. The findings presented offer valuable insights into the differences in the assessment of coaching behavior among student-athletes based on various demographic and athletic profiles. Firstly, the significant differences observed based on the sex of the respondents highlight the importance of considering gender dynamics in coaching practices within the athletic program. Coaches may need to adopt tailored approaches to address the distinct needs and preferences of male and female student-athletes, ensuring that coaching strategies are inclusive and effectively meet the diverse needs of all athletes. Secondly, the variations in perceptions of coaching behavior across different types of sports underscore the importance of sport-specific coaching approaches. Coaches may need to adapt their coaching strategies to align with the unique requirements and dynamics of each sport, fostering a tailored and effective coaching environment for athletes. Additionally, the influence of the length of years as athletes on perceptions of coaching behavior suggests the importance of ongoing athlete development and support throughout their athletic journey. It reveals valuable insights into the attitudes and behaviors that contribute to effective teamwork. Team performance, concerning team members' skills and learning, epitomizes the collective proficiency of individuals in leveraging their diverse skill sets, knowledge, and learning experiences to achieve shared objectives.

Keywords: Coaching Behavior, Team Performance, Optimal Coaching Framework.

1. Introduction

Within the crucible of competitive sports, the leadership of coaches emerges as a pivotal force, one that shapes outcomes not only on the fields, tracks, and courts but also in the lives of the athletes they mentor. Recognizing this, the researcher undertakes a scholarly odyssey, one not of personal glory but of academic rigor, to examine the intricate dynamics of coaching behaviors and their ripple effects on team performance and individual athletes' lives in the robust sporting culture of China.

Coaches are often seen as the leaders in the field of sport, wielding significant influence over a multitude of outcomes. Central to the sporting experience is the interaction between the athlete and their coach, a relationship that unfolds in every practice and competition. Beyond the confines of the sport, coaches often ascend to the role of role models, with the potential to impact the athlete's conduct in broader life contexts. The guidance and feedback provided by coaches not only shape athletic performance but also mold the day-to-day behaviors of the athletes they mentor. Effective management and leadership, exemplified through the coach's behavior, are pivotal to the success of any sports team. Athletes, driven by the desire to excel and succeed, rely on the nuanced and methodical training approaches imparted by their coaches. Despite the popularity of sports within China, there is an emerging need to refine the expansive and complex roles coaches play in their athletes' lives, focusing on methodically sound training practices and a deep-rooted comprehension of coaching behaviors aimed at elevating athletic performance.

Coaching behavior can be viewed as an influential factor

that can contribute to an athlete's team performance. According to Smith and Smoll (2017), coaches play a significant role in the athletic environment, and their behaviors influence the technical, cognitive, strategic, and psychosocial developments of athletes and the outcomes of sports participation. Indeed, a coach must be engaged in coaching behavior to which the athletes are receptive. Moreover, coaches who understand their own athlete's preferences for coaching behavior may be more effective at maintaining and improving athlete satisfaction (Riemer & Chelladurai, 2021). Consequently, a coach needs to be aware of the coaching preferences of his/her athletes to provide meaningful experiences that could improve athletic performance and various teaching behaviors influence student interest as a situational variable that if teachers want to ensure they maximize student motivation inside the classroom and beyond, they might consider diversifying their teaching behaviors to target both the catch and hold aspects of students' situational interest, Bolkan, S., & Griffin, D. J. (2018).

Coaches need to consistently incorporate different training approaches with comprehensive monitoring, practical competition strategies, and social support that equip the athletes to improve their power, athleticism, and overall performance. In this respect, it would seem prudent to assess and explore possible outcome variables that are central to developing and improving athletes' performance in any competition. Investigating the behaviors, considering their situational characteristics, and the athletes' satisfaction with the training being provided to them. Moreover, behavior, competence, and quality coaching are central to developing

athletic skills. In most sporting events, an athlete's performance is determined by the athlete's technical, tactical, physiological, and psychological/sociological characteristics (Bangsbo, 2022). Furthermore, it can also be affected by other external factors like coaching, since it involves motivating, instructing, supporting, goal setting, competition strategic planning, and enabling athletes to fulfill their fullest potential (Kim & Cruz, 2016).

As the most important influencing factor of team performance - is leadership behavior. In recent years, it has been the research focus of Chinese and foreign scholars. The most prominent among many leadership theory researches is the transformational leadership theory first proposed by Professor Burns (1978). Bass (1985) formally proposed the transformational leadership theory based on Burns' research theory. In the following decades, transformational leadership theory has occupied a central position in leadership research.

In the context of sports organization, the leadership behavior of coaches is crucial to collective events such as basketball, volleyball football, tennis, and other team sports. The team's game performance and players' satisfaction are important indicators to measure a team, and also important references to measure team performance. In collective projects, team cohesion is not only a necessary condition to maintain the existence of the team, but also plays an important role in the development of the team's potential. This paper intends to use the variable of team cohesion as a mediator to conduct an in-depth study on the relationship between the coaching behavior and team performance.

Embarking on a scholarly journey informed by years on the coaching frontlines, the researcher delves into the intricate world of sports leadership, where each decision and directive resonates with the potential to shape an athlete's trajectory. This inquiry, though rooted in a collective wealth of coaching experiences, refrains from the singularity of a personal narrative. Instead, it channels a shared legacy of trials, triumphs, and the tireless quest for excellence that defines the coaching vocation.

This desire to absorb the spirit of superior athletic achievement is not merely academic; it is a reflection of a commitment to the craft, a testament to the quiet successes and audible setbacks that have shaped the researcher's understanding of team cohesion and leadership dynamics. The researcher wants to determine the problems and issues regarding the behavioral coach work related to the team performance of the athletic players so that the researcher can create a coaching framework that focuses on growing good athletes through good coaching.

With a discerning eye honed through countless hours of guiding athletes on and off the field, the researcher probes the nuanced dance of coaching behaviors—their ebb and flow, their silent language of motivation and mentorship. This pursuit to decode the essence of superior athletic achievement is not merely academic; it's a reflection of a commitment to the craft, a testament to the silent victories and audible setbacks that have shaped the researcher's understanding of team cohesion and leadership dynamics.

In the ever-evolving landscape of sports, the concept of transformational leadership and its influence on team performance remains a relatively uncharted domain. Drawing from a reservoir of coaching experience and an intimate understanding of team dynamics, this study embarks on a critical examination of how transformational leadership can be the fulcrum on which team performance and cohesion

balance. Grounded in a comprehensive review of literature, the researcher's approach transcends theoretical musings, venturing into the empirical realm with statistical analyses and meticulously designed scales to substantiate the proposed assumptions.

At present, there are few studies on the impact of transformational leadership on team performance in the sports context. This study will make assumptions about the relationship between transformational leadership, team performance, and team cohesion based on literature, and conduct statistical analysis in combination with design scales to verify the assumptions. At the same time, this study also adds team cohesion, a mediator variable, to verify the hypothesis and make some contributions to the academic field. Furthermore, the present study aimed to investigate and assess those concerns to determine the potential enhancement of team performance. Moreover, the study intends to provide valuable insights from the perspectives of data-driven and empirically studied variables to heighten the performance of the athletes and help coaches to some extent in planning strategies for coaching athletes to ensure the effectiveness of their role as a coach.

2. Statement of the Problem

This study examined coaching behavior and its impact on athletes' team performance, providing insights for an effective coaching framework to enhance overall team excellence in Central South University of Forestry and Technology (CSUFT).

This research specifically answered the following research questions:

(1) What is the profile of the athlete respondents in terms of the following:

- 1)Sex;
- 2)Age;
- 3)Type of sports; and
- 4)Length of years as athlete?

(2) What is level of coaching behavior of the coaches, as assessed by athlete respondents, be described in terms of:

- 1)Physical Training and Conditioning;
- 2)Mental Preparation;
- 3)Goal Setting;
- 4)Technical Skills; and
- 5)Competition Strategies?

(3) Is there any significant difference in the assessment of athlete respondents on the level of coaching behavior when athletes are grouped by profile?

(4) What is the assessment of athlete respondents on their team performance in the following area:

- 1)Team members' role;
- 2)Team members' inter-group relationship;
- 3)Team members' passion and commitment
- 4)Team members' skills and learning?

(5) Is there any significant difference in the assessment of athlete respondents on the level of their team performance when athletes are grouped by profile?

(6) Is there any significant relationship between the level of the coach's performance and the team's performance as assessed by the students?

(7) Based on the findings of the study, what optimal coaching framework for maximizing team excellence may be proposed?

3. Hypotheses

The study tested the given null hypotheses;

There is no significant difference in the assessment of athlete respondents on the level of coaching behavior when athletes are grouped by profile.

There is no significant difference in the assessment of athlete respondents on the level of their team performance when athletes are grouped by profile.

There is no significant difference in the assessment of athlete respondents on the level of their team performance when athletes are grouped by profile.

4. Scope and Delimitations of the Study

The study is intricately focused on evaluating the awareness level of coaching behavior and its direct impact on second-year student athletes' team performance, establishing the groundwork for an optimal coaching framework geared towards enhancing overall team excellence. To ensure a robust examination, the study will engage a substantial number of athletes, carefully selected from various colleges of Central South University of Forestry and Technology. The selection process will adhere to specific criteria and employ well-defined sampling techniques, ensuring a representative and diverse participant pool.

The athletes' demographic profile variables considered in the study are deliberately limited to age, sex, type of sports, and years of experience as athletes. This strategic focus aims to streamline the research while maintaining a balance between depth and scope.

To gauge the intricacies of coaching behavior, the researcher will utilize a meticulously crafted survey questionnaire. This tool encompasses variables related to perceived coaching behavior, spanning physical training and conditioning, mental preparation, goal setting, technical skills, and competition strategies. This comprehensive approach allows for a nuanced understanding of the multifaceted aspects of coaching behavior. In tandem, the assessment of athletes' team performance incorporates a range of criteria, including team members' roles, inter-group relationships, passion and commitment, and skills and learning. By encompassing these diverse dimensions, the study aims to capture the holistic essence of team performance beyond numerical metrics.

Moreover, the participants in this study must meet specific eligibility criteria, being regular and bonafide students at Central South University of Forestry and Technology during the school year 2023-2024. This ensures a consistent and relevant participant base for the research.

In the realm of data gathering and analysis, the study employs a sophisticated approach. Beyond descriptive statistics, the study incorporates correlational analysis, utilizing the Pearson correlation coefficient (R). This advanced statistical treatment aims to interpret the interplay between coaching behavior and team performance more comprehensively, unraveling nuanced relationships and potential predictors.

In essence, the study's methodology is a carefully orchestrated symphony of participant selection, focused demographic variables, detailed survey instruments, and advanced statistical analyses. This holistic approach is poised to unveil insights that extend beyond surface-level correlations, contributing significantly to the understanding of coaching dynamics and their impact on athletes' team

performance.

5. Methodology

5.1. Research Design

This study evaluated the significance of coaching behavior on the team performance of athletes at Central South University of Forestry and Technology and used this evaluation as a foundation for developing an optimal coaching framework for maximizing team excellence. A quantitative approach utilizing a Descriptive-Correlational research design will be employed to achieve this aim.

A Descriptive-Correlational research design is a non-experimental research method that aims to describe the current state of variables and to examine the relationships or associations between them. The descriptive aspect focuses on detailing the characteristics, behaviors, or conditions of the subjects or phenomena being studied. For instance, Weinberg and Gould (2015) emphasize that descriptive studies in sports psychology provide a foundation for understanding the intricate behaviors and mental strategies of athletes. In correlation, researchers explore the associations between variables, like the relationship between coaching behaviors and athlete performance, as described by Jowett and Cockerill (2002), who found that positive coach-athlete relationships are associated with improved performance outcomes.

This dual-faceted approach is particularly suited to sports settings where both individual traits and interactive dynamics are of interest. Beckett (2017) utilized this design to uncover significant associations between coaching styles and team success rates in collegiate sports, while Bach and Smith (2017) demonstrated how coaching behaviors can predict athletes' motivational levels and satisfaction.

The study utilized a combination of descriptive and correlational methods to first document the extent and nature of coaching behaviors at CSUFT. Then, it will examine how these behaviors correlate with team performance metrics, drawing upon the framework provided by Chelladurai's Multidimensional Model of Leadership (1990), which has been instrumental in linking coaching efficacy with athlete satisfaction and team success.

By applying this design, the current research will contribute to the body of knowledge by not only characterizing the coaching environment at CSUFT but also by exploring the potential connections between coaching strategies and team performance outcomes. The findings of this study are anticipated to provide actionable insights for the enhancement of coaching practices, with the broader aim of fostering an environment conducive to athletic and team excellence.

6. Results, Analysis, And Interpretation

This chapter presented the data analysis and interpretation of the findings from the given questionnaire to the chosen respondents involved in the study. The sequence of the presentation was based on the statement of the problem as stated in Chapter 1, of which the main objective of the researcher was to assess the awareness of student-athletes on their perception of the implementation of the disaster management system.

(1) The demographic profile of the student-athletes in terms of the following:

- 1)Sex
- 2)Age
- 3)Type of Sports
- 4)Length of Years as Athletes

Table 1. Frequency Distribution of the Respondents' Profile in Terms of Sex

Sex	Frequency	Percentage
Male	185	65.4%
Female	98	34.6%
Total	283	100%

The frequency distribution table provides insight into the demographic profile of the respondents participating in the study, categorized by sex. Among the 283 athletes surveyed, 185 identified as male, constituting 65.4% of the total sample, while 98 identified as female, representing 34.6%. This distribution underscores a notable gender disparity within the athletic community at Central South University of Forestry and Technology (CSUFT), with male athletes comprising a significantly larger proportion of the sample compared to their female counterparts. This finding aligns with broader trends in sports participation, where male athletes often outnumber females, particularly in certain sports and at the collegiate level (Hancock, 2018). The disproportionate representation of male athletes could stem from various factors, including historical gender biases in sports opportunities and cultural perceptions surrounding gender roles in athletics (Koivula, 1999). Despite efforts to promote gender equity and inclusivity in sports, disparities persist, highlighting the ongoing need for targeted interventions and support to address barriers faced by female athletes in accessing and excelling in sports programs (Fink, 2016). Consequently, while the study's findings regarding coaching behaviors and team performance are valuable, they must be interpreted with consideration for the gender dynamics inherent in the sample composition.

The study's findings on coaching behaviors and their impact on team performance have the opportunity to be even more enriching with a balanced representation of both male and female athletes at Central South University of Forestry and Technology (CSUFT). While the current sample may lean towards male athletes, there's potential to ensure broader applicability and inclusivity by incorporating a more diverse range of perspectives. By embracing gender diversity in participant samples, future research endeavors can paint a more holistic picture of coaching dynamics, acknowledging and valuing the unique experiences and challenges faced by athletes of all genders in sports settings. This approach not only strengthens the generalizability of study conclusions but also promotes a more comprehensive understanding of how coaching behaviors shape team dynamics and performance across diverse athlete demographics. Moving forward, prioritizing inclusivity in research design can pave the way for more equitable and inclusive practices in sports research and enhance the overall quality of insights gained.

Table 2. Frequency Distribution of the Respondents' Profile in Terms of Age

Age	Frequency	Percentage
20 years old and below	136	48.1%
21 years old and above	147	51.9%
Total	283	100.0%

The frequency distribution table presents a breakdown of the respondents' ages, providing valuable insights into the demographic composition of the participant pool. Among the 283 athletes surveyed, 136 individuals, comprising 48.1% of the total sample, were aged 20 years old and below, while 147 individuals, representing 51.9% of the sample, were aged 21 years old and above. This distribution highlights a relatively balanced representation across the two age categories, with a slight majority of respondents falling into the older age bracket. This finding suggests that the athlete population at Central South University of Forestry and Technology (CSUFT) is diverse in terms of age, encompassing individuals ranging from younger students to more mature participants. Such diversity in age demographics is reflective of the broader trends observed in collegiate sports, where athletes often span a wide range of age groups due to varying academic and athletic pathways (Wattie et al., 2015). The presence of both younger and older athletes in the sample offers an opportunity to explore how age-related factors, such as maturity level, training experience, and developmental stages, may influence perceptions of coaching behaviors and their impact on team performance.

The balanced representation of age groups within the respondent pool will significantly enrich the study's findings and their implications. By including both younger and older athletes in the sample, the study can capture a diverse range of perspectives and experiences related to coaching behaviors and their effects on team performance at Central South University of Forestry and Technology (CSUFT). The presence of younger athletes, aged 20 years old and below, offers insights into the developmental stages and challenges faced by individuals who may be relatively new to collegiate sports participation. Conversely, the inclusion of older athletes, aged 21 years old and above, provides valuable perspectives from individuals who may have more experience and maturity in navigating the demands of competitive athletics. Understanding how age-related factors intersect with coaching dynamics can shed light on the nuanced ways in which athletes of different age groups perceive and respond to coaching strategies, ultimately enhancing the study's depth and comprehensiveness. Moreover, by acknowledging and embracing the diversity in age demographics, the study can promote a more inclusive approach to sports research, ensuring that findings are relevant and applicable across various stages of athletic development and career trajectories.

Table 3. Frequency Distribution of the Respondents' Profile in Terms of Types of Sports

Types of Sports	Frequency	Percentage
Basketball Men	44	15.5%
Badminton	39	13.8%
Swimming	49	17.3%
Volleyball Men	24	8.5%
Table Tennis	45	15.9%
Tennis	43	15.2%
Frisbee	39	13.8%
Total	283	100.0%

The frequency distribution in Table 3 offers valuable insights into the types of sports represented within the respondent pool, providing a comprehensive overview of the athletic diversity at Central South University of Forestry and

Technology (CSUFT). Among the 283 athletes surveyed, basketball for men, swimming, and table tennis emerge as the most prevalent sports, with frequencies of 44 (15.5%), 49 (17.3%), and 45 (15.9%) respectively. These findings underscore the popularity and prominence of these sports within the university's athletic community, reflecting both the availability of resources and facilities dedicated to these sports and the level of interest among student-athletes (Keating & Johnson, 2016). Conversely, volleyball for men registers a lower frequency of 24 (8.5%), indicating a comparatively smaller representation within the sample. This discrepancy in participation rates across different sports disciplines highlights the varied landscape of sports engagement at CSUFT, influenced by factors such as historical traditions, coaching expertise, and external competitive opportunities (Frey & Eitzen, 2016). By capturing the distribution of athletes across various sports, the study gains a nuanced understanding of the athletic landscape, enabling researchers to explore how coaching behaviors and their impact on team performance manifest within different sporting contexts.

By acknowledging the diversity in sports participation at Central South University of Forestry and Technology (CSUFT), the study can delve into the specific dynamics of coaching behaviors and their effects within different sporting contexts. The prevalence of certain sports, such as basketball for men, swimming, and table tennis, suggests potential areas of focus for in-depth analysis, where coaching practices may have a pronounced impact on team performance due to the popularity and competitiveness of these sports (Fisher & Bush, 2016). Conversely, sports with lower representation, like volleyball for men, offer opportunities to explore unique challenges and opportunities faced by less prominent teams within the university's athletic program. Understanding how coaching behaviors vary across different sports disciplines can shed light on the contextual factors that shape coaching effectiveness and athlete development, contributing to a more nuanced understanding of sports coaching practices (Potrac et al., 2017). Additionally, by recognizing the diverse landscape of sports engagement, the study can tailor its recommendations and insights to cater to the specific needs and realities of different athletic communities within CSUFT, promoting targeted interventions and support systems that enhance coaching effectiveness and optimize team performance across various sports disciplines.

Table 4. Frequency Distribution of the Respondents' Profile in Terms of Length of Years as Athletes

Length of Years as Athletes	Frequency	Percentage
1 – 3 years	100	35.3%
4 – 6 years	70	24.7%
7 years and above	113	39.9%
Total	283	100.0%

The frequency distribution in Table 4 offers valuable insights into the length of years that respondents have been engaged as athletes, shedding light on the diversity of athletic experience within the participant pool at Central South University of Forestry and Technology (CSUFT). Among the 283 athletes surveyed, a significant portion, comprising 100 individuals (35.3%), reported being engaged in athletics for 1 to 3 years, indicating a sizable cohort of relatively novice

participants (Watts et al., 2017). This finding suggests that a considerable number of individuals may be in the early stages of their athletic journey, exploring and developing their skills within their respective sports. Moreover, 70 respondents (24.7%) reported a length of athletic engagement spanning 4 to 6 years, indicating a moderate level of experience and commitment to their athletic pursuits. This group likely represents athletes who have progressed beyond the introductory phase and have dedicated several years to honing their skills and mastering the intricacies of their chosen sports (Côté et al., 2009). Additionally, 113 individuals (39.9%) reported an athletic tenure of 7 years and above, signifying a cohort of seasoned athletes with considerable experience and expertise in their respective disciplines. These individuals likely represent the backbone of CSUFT's athletic program, providing leadership and mentorship to younger athletes while contributing significantly to the competitive success of their teams (Harwood et al., 2015). By capturing the distribution of athletes across different stages of athletic development, the study gains a nuanced understanding of the diverse trajectories and experiences that characterize the athlete population at CSUFT, enabling researchers to explore how coaching behaviors and team dynamics evolve across different levels of athletic experience.

The distribution of athletes across different lengths of engagement in Table 4 will profoundly influence the study's outcomes and implications. By recognizing the diverse trajectories of athletic experience among respondents at Central South University of Forestry and Technology (CSUFT), the study can explore how coaching behaviors and team dynamics vary across different stages of athletes' development. Athletes with 1 to 3 years of experience likely bring fresh perspectives and may be more receptive to coaching interventions aimed at skill development and team cohesion (Knight et al., 2017). Conversely, athletes with 7 years and above of experience bring a wealth of expertise and leadership, potentially shaping team dynamics and influencing coaching practices within their respective sports (Collins & MacNamara, 2012).

Adapting coaching behaviors to match athletes' developmental stages is pivotal for maximizing their potential. Novice athletes may require more guidance in fundamental skills and team dynamics, while seasoned athletes benefit from advanced strategies and leadership opportunities. By tailoring coaching approaches, team performance can be optimized, as each athlete receives personalized support aligned with their developmental trajectory. Additionally, recognizing the diversity of athletic experiences cultivates an inclusive environment where athletes feel valued and understood.

Coaches who appreciate the unique backgrounds and aspirations of their athletes can create supportive atmospheres that encourage participation and growth. This inclusive approach not only enhances team cohesion but also fosters a sense of belonging within CSUFT's athletic program. Ultimately, by prioritizing responsiveness to athletes' varied needs and experiences, coaching practices become more effective, contributing to holistic athlete development and overall success on and off the field.

(2) The level of coaching behavior of the coaches in terms of the following:

- 1)Physical Training and Conditioning
- 2)Mental Preparation
- 3)Goal Setting

Table 5. Respondents' Assessment on the Level of Coaching Behavior in terms of Physical Training and Conditioning

Physical Training and Conditioning	Mean	SD	Qualitative Description	Interpretation	Rank
My coach provides a physical conditioning program for athletes in which students are confident.	3.23	0.45	Agree	Manifested	5
My coach provides a physically challenging conditioning program that makes the athletes win.	3.19	0.41	Agree	Manifested	7
My coach provides a detailed physical conditioning program that allows me to get ready for the competition.	3.30	0.48	Strongly Agree	Highly Manifested	3
My coach provides a plan for physical preparation.	3.36	0.51	Strongly Agree	Highly Manifested	2
My coach ensures that the training facilities and equipment are organized.	3.40	0.52	Strongly Agree	Highly Manifested	1
My coach provides structured training sessions all the time,	3.21	0.51	Agree	Manifested	6
My coach ensures that athletes My coach trainees are well prepared and conditioned before they go to the competition.	3.28	0.49	Strongly Agree	Highly Manifested	4
Composite Mean	3.28	0.48	Strongly Agree	Highly Manifested	

Legend: 3.26-4.00 Strongly Agree/Highly Manifested; 2.51-3.25 Agree/Manifested; 1.76-2.50 Disagree/Less Manifested; 1.00-1.75 Strongly Disagree/Not Manifested.

Table 5 above presents respondents' assessments of coaching behaviors related to physical training and conditioning. Physical training and coaching encompass a range of practices aimed at developing athletes' physical abilities, enhancing performance, and preventing injuries. Physical training involves systematic and structured exercise programs designed to improve strength, speed, endurance, flexibility, and other aspects of physical fitness specific to the demands of a particular sport (Baechle & Earle, 2008). These programs often include a combination of resistance training, cardiovascular conditioning, agility drills, plyometrics, and flexibility exercises, tailored to the individual needs and goals of athletes (Ratamess et al., 2009). The primary goal of physical training is to optimize athletic performance by maximizing physical attributes and minimizing the risk of injury. Coaching, on the other hand, involves guiding and supporting athletes in their pursuit of athletic excellence. Coaches play multifaceted roles, serving as instructors, motivators, strategists, mentors, and role models (Lyle, 2002). They design and implement training plans, provide technical instruction, offer psychological support, and foster positive team dynamics. Effective coaching involves understanding the unique characteristics and needs of individual athletes, adapting coaching strategies to maximize athlete development and performance (Martens, 2012). Coaches also play a crucial role in creating a supportive and empowering environment that promotes teamwork, discipline, resilience, and personal growth among athletes. In essence, physical training and coaching work hand in hand to optimize athletic performance, with physical training focusing on the development of physical attributes, and coaching encompassing the broader aspects of athlete guidance, motivation, and development.

Based on the table above, each statement reflects a different aspect of coaching behavior, ranging from providing physical conditioning programs to ensuring organized training facilities. The highest mean score ($M = 3.40$, $SD = 0.52$) was attributed to the statement "My coach ensures that the training facilities and equipment are organized," indicating strong agreement among respondents. This suggests that athletes perceive their coaches as effective in maintaining a conducive

training environment, which is crucial for optimizing performance (Fletcher et al., 2018). Following closely is the statement "My coach provides a plan for physical preparation" ($M = 3.36$, $SD = 0.51$), emphasizing the importance of structured training programs in athlete development (Hodges et al., 2019).

Additionally, respondents strongly agreed that their coaches provide detailed physical conditioning programs ($M = 3.30$, $SD = 0.48$) and ensure athletes are well-prepared before competitions ($M = 3.28$, $SD = 0.49$). These findings highlight the emphasis placed on thorough preparation and conditioning by coaches, aligning with best practices in athletic training (Plisk & Stone, 2003). While slightly lower in mean score, statements regarding the challenging nature of conditioning programs and the consistency of structured training sessions also received agreement from respondents. This suggests a generally positive perception of coaching efforts in facilitating physical development and preparedness among athletes. The composite mean score of 3.28 indicates a strong agreement with the provided statements on coaching behaviors related to physical training and conditioning. The consistently high mean scores across statements reflect positively on the coaching practices within the athletic program at Central South University of Forestry and Technology, highlighting a commitment to providing comprehensive physical preparation for athletes.

The high mean scores and strong agreement among respondents indicate a positive perception of coaching efforts in facilitating physical preparation and development among athletes. This suggests that the coaching practices implemented within CSUFT's athletic program are generally aligned with best practices in physical training and conditioning, emphasizing structured programs, detailed planning, and organized facilities. The positive assessment of coaching behaviors related to physical training and conditioning has several implications for the study. Firstly, it validates the efficacy of coaching strategies employed within the athletic program, highlighting areas of strength and effectiveness. This insight can guide future coaching practices and program enhancements, reinforcing successful approaches while identifying areas for further improvement

(Fletcher & Sarkar, 2018). Secondly, it underscores the importance of prioritizing physical preparation and conditioning in athlete development, emphasizing the role of coaches in optimizing performance and minimizing injury risk (Ratamess et al., 2009). By acknowledging the significance of these coaching behaviors, the study can advocate for continued support and investment in coaching education, resources, and facilities that facilitate comprehensive physical training and conditioning programs

within CSUFT's athletic program. Moreover, the positive assessment of coaching behaviors related to physical training and conditioning contributes to fostering a culture of excellence and professionalism within CSUFT's athletic program. Athletes who perceive their coaches as effective in providing structured and challenging physical training programs are more likely to feel motivated, supported, and prepared for competition (Martens, 2012).

Table 6. Respondents' Assessment on the Level of Coaching Behavior in terms of Mental Preparation

Mental Preparation	Mean	SD	Qualitative Description	Interpretation	Rank
My coach provides advice on how to perform under pressure.	2.79	0.63	Agree	Manifested	4
My coach provides advice on how to be mentally tough.	4.00	0.06	Strongly Agree	Highly Manifested	1
My coach provides advice on how to stay confident about an athlete's abilities.	2.76	0.63	Agree	Manifested	6
My coach provides advice on how to stay positive about themselves.	2.83	0.51	Agree	Manifested	3
My coach provides advice on how to stay focused on playing even if the athlete has problems.	2.84	0.42	Agree	Manifested	2
My coach provides meditation activities to help the athlete restructure the pressure in their mind.	2.66	0.54	Agree	Manifested	7
My coach provides pre-performance routines for reducing stress and promoting a calm state, ready for competition.	2.77	0.55	Agree	Manifested	5
Composite Mean	2.95	0.48	Agree	Manifested	

Legend: 3.26-4.00 Strongly Agree/Highly Manifested; 2.51-3.25 Agree/Manifested; 1.76-2.50 Disagree/Less Manifested; 1.00-1.75 Strongly Disagree/Not Manifested.

Table 6 presents respondents' assessments of coaching behaviors related to mental preparation. Mental preparation refers to the process of equipping athletes with psychological skills and strategies to optimize their mindset and performance in sports. It encompasses a range of techniques aimed at enhancing athletes' mental resilience, focus, confidence, and coping abilities in the face of competitive pressures and challenges (Gucciardi et al., 2009). Mental preparation involves preparing athletes to effectively manage stress, maintain concentration, regulate emotions, and overcome setbacks, thereby maximizing their potential for success in training and competition. Mental preparation strategies may include various interventions such as visualization, goal setting, positive self-talk, relaxation techniques, mindfulness practices, and pre-performance routines (Harmison et al., 2017). These techniques are designed to help athletes cultivate a strong and resilient mindset, enabling them to perform at their best under pressure and adversity. By fostering mental toughness, self-belief, and a positive mindset, mental preparation empowers athletes to overcome obstacles, adapt to changing circumstances, and perform consistently at their peak. Effective mental preparation is integral to athletic performance across all levels of competition, from recreational to elite levels. Coaches play a crucial role in facilitating mental preparation by providing guidance, support, and tailored interventions to help athletes develop the psychological skills and mindset needed for success (Gucciardi et al., 2009). By incorporating mental preparation into training programs and competition routines, athletes can enhance their performance, well-being, and overall satisfaction in sports. Mental preparation involves equipping athletes with psychological skills and strategies to optimize their mindset and performance in sports. It

encompasses a range of techniques aimed at enhancing mental resilience, focus, confidence, and coping abilities, ultimately empowering athletes to perform at their best in training and competition.

Each statement reflects a different aspect of coaching behavior aimed at enhancing athletes' mental readiness and resilience. The highest mean score ($M = 4.00$, $SD = 0.06$) was attributed to the statement "My coach provides advice on how to be mentally tough," indicating strong agreement among respondents. This suggests that athletes perceive their coaches as effective in imparting strategies for developing mental resilience and fortitude, which are crucial for coping with the demands of competitive sports (Gucciardi et al., 2009). Following closely is the statement "My coach provides advice on how to stay focused on playing even if the athlete has problems" ($M = 2.84$, $SD = 0.42$), emphasizing the importance of maintaining concentration and composure amidst adversity. Athletes value guidance from coaches on strategies for overcoming distractions and maintaining a clear focus on performance goals (Harmison et al., 2017). Additionally, respondents agreed that their coaches provide advice on staying positive about themselves ($M = 2.83$, $SD = 0.51$) and staying confident about their abilities ($M = 2.76$, $SD = 0.63$), underscoring the role of coaches in fostering self-belief and optimism among athletes. However, the lowest mean score was attributed to the statement "My coach provides meditation activities to help the athlete restructure the pressure in their mind" ($M = 2.66$, $SD = 0.54$), indicating slightly weaker agreement among respondents. While still in the "agree" range, this suggests that meditation activities may be less commonly utilized by coaches compared to other mental preparation strategies. The composite mean score of 2.95 indicates agreement with the provided statements on

coaching behaviors related to mental preparation. The positive assessment of these coaching behaviors highlights their importance in enhancing athletes' mental resilience, focus, and self-confidence, ultimately contributing to improved performance outcomes and well-being within the athletic program.

The results from Table 6, which assesses coaching behaviors related to mental preparation, have several implications for the study. Firstly, the high mean scores and strong agreement among respondents regarding coaching behaviors such as providing advice on how to be mentally tough and staying focused under pressure indicate that athletes perceive their coaches as effective in imparting important mental preparation strategies. This suggests that coaches within the athletic program at Central South University of Forestry and Technology (CSUFT) are adept at addressing the psychological needs of athletes and equipping them with the skills necessary for optimal performance

(Gucciardi et al., 2009). Secondly, the positive assessment of coaching behaviors related to mental preparation underscores the importance of integrating psychological skills training into coaching practices within CSUFT's athletic program. Coaches play a crucial role in fostering mental resilience, focus, and confidence among athletes, which are essential for coping with the demands of competitive sports (Harmison et al., 2017). By acknowledging the effectiveness of these coaching behaviors, the study can advocate for continued support and investment in coach education and development programs that emphasize the importance of mental preparation in athlete development. The positive assessment of coaching behaviors related to mental preparation provides valuable insights into the effectiveness of coaching practices within CSUFT's athletic program and underscores the importance of integrating psychological skills training into athlete development programs.

Table 7. Respondents' Assessment on the Level of Coaching Behavior in terms of Goal Setting

Goal Setting	Mean	SD	Qualitative Description	Interpretation	Rank
My coach helps identify strategies to achieve the athlete's goals.	2.99	0.18	Agree	Manifested	7
My coach monitors athlete's progress toward their goals	3.44	0.50	Strongly Agree	Highly Manifested	2
My coach helps athletes set short-term goals.	3.11	0.31	Agree	Manifested	4
My coach helps identify target dates for attaining the athlete's goals.	3.05	0.22	Agree	Manifested	6
My coach helps athletes set long-term goals.	3.98	0.13	Strongly Agree	Highly Manifested	1
My coach provides support to attain goals.	3.13	0.34	Agree	Manifested	3
My coach provides long-term goals for visioning and future direction.	3.01	0.12	Agree	Manifested	5
Composite Mean	3.25	0.26	Agree	Manifested	

Legend: 3.26-4.00 Strongly Agree/Highly Manifested; 2.51-3.25 Agree/Manifested; 1.76-2.50 Disagree/Less Manifested; 1.00-1.75 Strongly Disagree/Not Manifested.

The analysis of Table 7 above reveals distinct patterns in respondents' assessments of coaching behaviors related to goal setting. Goal setting in coaching behavior is a pivotal process involving the collaborative establishment of clear, specific, and achievable objectives for athletes or individuals under the guidance of a coach (Locke & Latham, 2002). This practice aims to provide a roadmap for progress, enhance motivation, and focus, and ultimately improve performance. Effective goal setting encompasses several critical components, including specificity, measurability, achievability, relevance, and time-bound nature (Locke & Latham, 2002). Such goals should be unambiguous, allowing individuals to understand precisely what is expected of them and how they can attain their objectives. Additionally, goals need to be measurable to track progress objectively, challenging yet realistic to maintain motivation, and relevant to the individual's overarching aspirations. Moreover, they should have a specific timeframe or deadline to create urgency and facilitate action. In coaching behavior, goal setting is not merely about establishing targets but also entails providing support, guidance, and feedback to assist individuals in working toward their goals effectively (Burton et al., 2010). Coaches play a crucial role in facilitating the goal-setting process by helping individuals identify their strengths and weaknesses, develop action plans, overcome

obstacles, and remain accountable. Overall, goal setting in coaching behavior serves as a potent tool for empowering individuals to take charge of their development, enhance their performance, and achieve success in their endeavors.

The data in the table indicates that the highest mean score is attributed to coaches assisting athletes in setting long-term goals, with a mean of 3.98, suggesting strong agreement among respondents on the effectiveness of this coaching practice. This finding resonates with research highlighting the importance of long-term goal setting in enhancing athlete motivation and performance (Weinberg & Gould, 2014).

Following closely is the aspect of coaches monitoring athletes' progress toward their goals, which received a mean score of 3.44, indicating a strong endorsement from respondents. This result is consistent with studies emphasizing the significance of progress monitoring in goal attainment and performance improvement (Locke & Latham, 1990).

Additionally, respondents generally agree on coaches providing support to attain goals, with a mean score of 3.13, underlining the crucial role of coach-athlete relationships and support mechanisms in facilitating goal achievement (Isoard-Gauthier et al., 2016).

However, the mean scores for identifying strategies for goal attainment (2.99) and setting short-term goals (3.11) are

slightly lower, suggesting areas for improvement in coaching practices. Research suggests that clear, actionable strategies and short-term goals are essential for guiding athletes towards goal fulfillment (Burton et al., 2010; Zimmerman et al., 2016). Overall, the analysis underscores the importance of effective goal setting in coaching, while also highlighting areas for further development to optimize athlete performance and success.

The implications of the results presented in the study are significant for both coaching practice and athlete development. Firstly, the high mean scores for aspects such as assisting athletes in setting long-term goals and monitoring progress indicate that these coaching behaviors are perceived positively by respondents. This suggests that coaches who prioritize long-term planning and provide consistent feedback on progress are likely to be more effective in facilitating athlete goal attainment and performance improvement. Therefore, coaching programs and interventions should emphasize the importance of these practices and provide coaches with training and resources to enhance their ability to support athletes in these areas.

On the other hand, the lower mean scores for identifying

strategies for goal attainment and setting short-term goals indicate potential areas for improvement in coaching practices. Coaches may benefit from additional support and guidance on how to help athletes develop specific, actionable strategies for achieving their goals and breaking them down into manageable steps. Moreover, strategies for setting short-term goals should be emphasized, as these play a crucial role in maintaining motivation and momentum towards long-term objectives. Training programs and resources focused on goal setting and strategy development could be beneficial for coaches looking to enhance their effectiveness in these areas. The study highlights the importance of effective goal setting in coaching behavior and provides valuable insights into areas of strength and potential improvement. By understanding the factors that contribute to effective goal setting and performance enhancement, coaches can better support athletes in reaching their full potential and achieving success in their respective sports or endeavors. Therefore, the findings of this study have practical implications for coaching education, athlete development programs, and the broader sports community.

Table 8. Respondents' Assessment on the Level of Coaching Behavior in terms of Technical Skills

Technical Skills	Mean	SD	Qualitative Description	Interpretation	Rank
My coach provides advice while athletes are performing a skill.	2.99	0.10	Agree	Manifested	5
My coach gives specific feedback for correcting technical errors.	3.09	0.28	Agree	Manifested	2
My coach provides feedback that helps the athletes improve their shooting techniques.	3.08	0.27	Agree	Manifested	3
My coach provides visual examples to show how a skill should be done.	3.30	0.46	Strongly Agree	Highly Manifested	1
My coach uses verbal examples that describe how a skill should be done.	3.06	0.23	Agree	Manifested	4
My coach ensure that athletes understand the techniques and strategies that are being taught.	2.74	0.64	Agree	Manifested	7
My coach provides team members with immediate feedback.	2.87	0.63	Agree	Manifested	6
Composite Mean	3.02	0.37	Agree	Manifested	

Legend: 3.26-4.00 Strongly Agree/Highly Manifested; 2.51-3.25 Agree/Manifested; 1.76-2.50 Disagree/Less Manifested; 1.00-1.75 Strongly Disagree/Not Manifested.

The data in Table 8 provides a detailed evaluation of coaching behavior concerning technical skills, revealing insights into the perceived effectiveness of various coaching practices. Coaching behavior concerning technical skills refers to the actions, strategies, and interactions employed by coaches to facilitate the development, refinement, and mastery of specific skills within their athletes or team members. This encompasses a range of practices aimed at enhancing athletes' technical proficiency and performance in their respective sports or activities. Effective coaching behavior in this domain involves providing clear instruction, demonstrating proper techniques, offering constructive feedback, and implementing drills and exercises tailored to the specific skill sets and needs of individual athletes or the team as a whole. Coaches may also utilize various teaching methods, such as visual demonstrations, verbal explanations, and hands-on guidance, to effectively convey technical concepts and facilitate skill acquisition. Additionally, coaching behavior concerning technical skills entails fostering a supportive and encouraging learning environment where athletes feel empowered to take risks, make mistakes,

and continuously strive for improvement. Ultimately, effective coaching behavior in technical skill development plays a crucial role in helping athletes reach their full potential and achieve success in their chosen sport or activity.

The highest mean score of 3.30 is attributed to coaches providing visual examples to demonstrate skills, with a strong endorsement from respondents, indicating the significance of visual aids in skill acquisition (Jones et al., 2012). Following closely are coaches giving specific feedback for correcting technical errors and providing feedback to improve shooting techniques, which received favorable mean score of 3.09, highlighting the importance of precise feedback in skill refinement (Hodges & Franks, 2002; Hattie & Timperley, 2007). However, aspects such as advising during skill performance and ensuring athlete understanding of techniques received slightly lower mean score of 2.99, suggesting potential areas for improvement in coaching communication and instruction methods. These findings underscore the need for coaches to utilize effective instructional strategies, including visual demonstrations and specific feedback, to optimize skill development and

performance (Wulf et al., 2010).

The study's findings underscore the critical role of coaching behavior in technical skill development, highlighting key areas for improvement to optimize athlete performance. Coaches should prioritize the use of visual examples and specific feedback to enhance skill acquisition effectively. Visual demonstrations provide clear models for athletes to emulate, facilitating better understanding and retention of technical concepts. Additionally, precise feedback enables athletes to identify and correct errors, ultimately refining their skills more efficiently. However, addressing areas such as providing advice during skill

performance and ensuring athlete comprehension of techniques is essential. Coaches must actively engage with athletes during performance, offering guidance and support in real-time to maximize skill acquisition. Moreover, ensuring athletes fully grasp technical concepts is crucial for their effective application in practice and competition. By focusing on these aspects, coaches can enhance their effectiveness in developing athletes' technical skills, ultimately leading to improved performance outcomes. Overall, the study's implications highlight the importance of targeted coaching strategies in facilitating skill development and maximizing athlete potential.

Table 9. Respondents' Assessment on the Level of Coaching Behavior in terms of Competition Strategies

Competition Strategies	Mean	SD	Qualitative Description	Interpretation	Rank
My coach helps athletes focus on the process of performing well.	3.99	0.10	Strongly Agree	Highly Manifested	1
prepares athletes to face a variety of situations in competition.	3.98	0.13	Strongly Agree	Highly Manifested	2
keeps athletes focused in competitions.	3.13	0.37	Agree	Manifested	6
My coach reminds athletes in routine at competitions.	3.16	0.44	Agree	Manifested	5
My coach deals with problems that athletes may experience at competition.	3.32	0.56	Strongly Agree	Highly Manifested	4
My coach shows confidence in the athlete's ability during competitions.	3.01	0.12	Agree	Manifested	7
My coach ensures that facilities and equipment are organized for competition.	3.40	0.71	Strongly Agree	Highly Manifested	3
Composite Mean	3.43	0.35	Strongly Agree	Highly Manifested	

Legend: 3.26-4.00 Strongly Agree/Highly Manifested; 2.51-3.25 Agree/Manifested; 1.76-2.50 Disagree/Less Manifested; 1.00-1.75 Strongly Disagree/Not Manifested.

The table above presents an assessment of coaching behavior in terms of competition strategies, offering insights into how coaches support athletes in navigating competitive environments. Coaching behavior in terms of competition strategies encompasses a range of practices aimed at preparing athletes for the challenges of competitive environments. This includes mental preparation, logistical support, and performance management strategies. Coaches help athletes focus on the process of performing well (Jones, Hanton, & Connaughton, 2002) and prepare them to face a variety of situations in competition (Gould, Hodge, Peterson, & Giannini, 1989). Additionally, coaches play a crucial role in keeping athletes focused during competitions (Jones et al., 2002) and reminding them of routines to maintain consistency and performance under pressure (Gould et al., 1989). They also deal with problems that athletes may experience during competition (Cushion & Jones, 2001) and ensure that facilities and equipment are organized for optimal performance (Gould et al., 1989). Overall, coaching behavior in competition strategies involves a comprehensive approach to preparing athletes both mentally and logistically for the demands of competitive sports.

Notably, the highest mean scores are attributed to coaching practices that emphasize mental preparation and support during competition. Specifically, coaches helping athletes focus on the process of performing well and preparing them to face a variety of situations in competition received the top rankings with mean scores of 3.99 and 3.98 respectively, indicating strong agreement among respondents on the

effectiveness of these strategies. These findings underscore the importance of mental resilience and adaptability in competitive settings, suggesting that coaches play a crucial role in cultivating these attributes among athletes.

Additionally, coaches dealing with problems that athletes may experience at competition (3.32) and ensuring that facilities and equipment are organized for competition also received a high mean score of 3.40, further highlighting the significance of logistical support and problem-solving during competitions. These coaching behaviors contribute to athletes' confidence and readiness to perform at their best, ultimately enhancing their overall competitive experience.

However, areas such as keeping athletes focused during competitions (3.13) and reminding them of routines received a slightly lower mean score of 3.16, suggesting potential areas for improvement in coaching practices. Coaches may benefit from implementing strategies to enhance athletes' concentration and adherence to routines, which are essential for maintaining consistency and performance under pressure.

The composite mean score of 3.43 indicates a strong endorsement of coaching behavior in competition strategies, emphasizing the critical role of coaches in preparing athletes both mentally and logistically for competitive challenges. The study's findings on coaching behavior in competition strategies hold significant implications for coaches aiming to enhance athlete performance in competitive sports. The high mean scores for practices emphasizing mental preparation underscore the importance of psychological readiness in competition.

Table 10. Summary of the Respondents' Assessment on the Level of Coaching Behavior

Coaching Behavior	Mean	SD	Qualitative Description	Interpretation	Rank
Physical Training and Conditioning	3.28	0.48	Strongly Agree	Highly Manifested	2
Mental Preparation	2.95	0.48	Agree	Manifested	5
Goal Setting	3.25	0.26	Agree	Manifested	3
Technical Skills	3.02	0.37	Agree	Manifested	4
Competition Strategies	3.43	0.35	Strongly Agree	Highly Manifested	1
Composite Mean	3.19	0.4	Agree	Manifested	

Legend: 3.26-4.00 Strongly Agree/Highly Manifested; 2.51-3.25 Agree/Manifested; Disagree/Less Manifested; 1.00-1.75 Strongly Disagree/Not Manifested.

Table 10 provides a summary of the respondents' assessment of coaching behaviors across various domains, including physical training and conditioning, mental preparation, goal setting, technical skills, and competition strategies. Each coaching behavior is ranked based on its mean score, with qualitative descriptions indicating the level of agreement among respondents.

The coaching behavior with the highest mean score is competition strategies ($M = 3.43$, $SD = 0.35$), indicating strong agreement among respondents and manifesting as "strongly agree" on the qualitative scale. This suggests that athletes perceive their coaches as highly effective in developing and implementing strategies to optimize performance in competitive situations. Coaches are adept at analyzing opponents, devising game plans, and equipping athletes with the tactical skills and mindset needed to succeed in competitions. Following closely is physical training and conditioning ($M = 3.28$, $SD = 0.48$), which also received a high mean score and strong agreement among respondents. This coaching behavior is crucial for enhancing athletes' physical fitness, strength, and endurance, thereby maximizing their potential for success in sports. Coaches are perceived as providing structured and effective physical training programs that prepare athletes for the physical demands of competition.

Goal setting ($M = 3.25$, $SD = 0.26$) ranks third in mean score, indicating agreement among respondents and manifestation as "agree." Coaches are recognized for their role in facilitating goal-setting processes that help athletes clarify their objectives, track progress, and stay motivated in pursuit of excellence.

Technical skills ($M = 3.02$, $SD = 0.37$) received a slightly lower mean score but still garnered agreement among respondents. Coaches are valued for their instruction and guidance in developing athletes' technical proficiency, including fundamental skills and sport-specific techniques.

Finally, mental preparation ($M = 2.95$, $SD = 0.48$) received the lowest mean score among the coaching behaviors assessed. While still in the "agree" range, this suggests that there may be room for improvement in coaching practices related to mental readiness and resilience. Coaches could benefit from enhancing their efforts to provide athletes with strategies for managing stress, maintaining focus, and building confidence in preparation for competition. The composite mean score of 3.19 indicates agreement among respondents regarding the effectiveness of coaching behaviors across the assessed domains. These findings provide valuable insights into the perceived strengths and areas for improvement in coaching practices within the athletic program at Central South University of Forestry and Technology.

The results from Table 10 offer valuable insights into the perceived effectiveness of coaching behaviors across various domains within the athletic program at Central South

University of Forestry and Technology (CSUFT). The high mean scores and strong agreement among respondents regarding coaching behaviors related to competition strategies and physical training and conditioning suggest areas of strength within the coaching practices (Gucciardi et al., 2009).

Coaches are recognized for their adeptness in developing competition strategies and providing structured physical training programs, indicating a solid foundation for athlete development. However, the lower mean score for mental preparation highlights a potential area for improvement (Harmison et al., 2017). This suggests a need for coaches to enhance their support for athletes' mental readiness and resilience through additional training or resources focused on psychological skills development.

These findings can inform initiatives aimed at enhancing coaching effectiveness, optimizing athlete development, and informing policy and resource allocation within CSUFT's athletic program. By addressing identified strengths and areas for improvement, the study contributes to the overall enhancement of coaching practices and the holistic development of athletes within the institution.

(3) The test of difference in the assessment of student-athlete respondents on the level of coaching behavior as regards to their profile

Table 11 presents differences in the assessment of student-athlete respondents on the level of coaching behavior across various profiles, including sex, age, types of sports, and length of years as athletes. The mean scores, standard deviations, computed t/f -values, significance levels, and decisions on the null hypothesis (H_0) are provided for each profile.

Significant differences were found based on the sex of the respondents ($t = -2.668$, $p = .008$), indicating that male and female student-athletes perceive coaching behaviors differently. Specifically, female student-athletes rated coaching behaviors slightly higher than their male counterparts. However, no significant differences were observed based on age ($t = 0.715$, $p = .475$), suggesting that age does not influence the perception of coaching behavior among student-athletes.

Significant differences were identified based on the types of sports ($F = 26.841$, $p < .001$), indicating variations in how coaching behaviors are perceived across different sports. Table tennis athletes, for instance, rated coaching behaviors significantly higher compared to basketball, badminton, swimming, volleyball, tennis, and frisbee athletes. Additionally, significant differences were found based on the length of years as athletes ($F = 5.021$, $p = .007$), suggesting that the duration of athletic experience influences perceptions of coaching behavior among student-athletes. Athletes with 1-3 years of experience rated coaching behaviors significantly

higher compared to those with 7 years and above.

Table 11. Differences in the Assessment of Student-Athlete Respondents on the Level of Coaching Behavior as regards their profile

Profile	Types	Mean	SD	Computed T/F-value	Sig	Decision on Ho	Interpretation
Sex	Male	3.17	.082	-2.668	.008	Reject Ho	Significant
	Female	3.20	.106				
Age	20 yrs. & below	3.19	.094	.715	.475	Accept Ho	Not Significant
	21 yrs. & above	3.18	.091				
Types of Sports	Basketball Men	3.14	.049	26.841	<.001	Reject Ho	Significant
	Badminton	3.17	.051				
	Swimming	3.14	.059				
	Volleyball Men	3.18	.066				
	Table Tennis	3.30	.114				
	Tennis	3.20	.055				
Length of Years as Athletes	1 – 3 years	3.20	.101	5.021	.007	Reject Ho	Significant
	4 – 6 years	3.20	.117				
	7 years & above	3.16	.055				

The findings presented in Table 11 offer valuable insights into the differences in the assessment of coaching behavior among student-athletes based on various demographic and athletic profiles. Firstly, the significant differences observed based on the sex of the respondents highlight the importance of considering gender dynamics in coaching practices within the athletic program. Coaches may need to adopt tailored approaches to address the distinct needs and preferences of male and female student-athletes, ensuring that coaching strategies are inclusive and effectively meet the diverse needs of all athletes. Secondly, the variations in perceptions of coaching behavior across different types of sports underscore the importance of sport-specific coaching approaches.

Coaches may need to adapt their coaching strategies to align with the unique requirements and dynamics of each sport, fostering a tailored and effective coaching environment for athletes. Additionally, the influence of the length of years as athletes on perceptions of coaching behavior suggests the importance of ongoing athlete development and support throughout their athletic journey.

(4) The assessment of team performance in terms of the following:

- 1) Team Members' Role
- 2) Team Members' Inter-group Relationship
- 3) Team Members' passion and commitment
- 4) Team Members' Skills and Learning

Table 12. Respondents' Assessment of Team Performance in terms of Team Members' Role

Team Members' Role	Mean	SD	Qualitative Description	Interpretation	Rank
I understand my role and the expectations associated with it within the team.	3.22	0.41	Agree	Manifested	1
I should establish clear roles and expectations within a team.	3.00	0.06	Agree	Manifested	4
I actively ensure that the team completes all critical tasks.	2.96	0.24	Agree	Manifested	5
I should be guided and expected around each role is typically more motivated.	3.02	0.16	Agree	Manifested	2
I should achieve success as a team helps create a positive working environment.	3.01	0.20	Agree	Manifested	3
Composite Mean	3.04	0.21	Agree	Manifested	

Legend: 3.26-4.00 Strongly Agree/Highly Manifested; 2.51-3.25 Agree/Manifested; 1.76-2.50 Disagree/Less Manifested; 1.00-1.75 Strongly Disagree/Not Manifested.

The assessment of team performance in terms of team members' roles, as depicted in Table 12, reveals valuable insights into respondents' perceptions and attitudes towards role clarity and task execution within teams. Team performance in terms of team members' roles refers to the effectiveness with which individuals fulfill their designated responsibilities and contribute to overall team objectives. It

encompasses the clarity of roles and expectations within the team, the proactive execution of tasks, and the alignment of individual efforts towards collective success. Effective team performance relies on each member understanding their role and responsibilities (Druskell et al., 2018). This includes establishing clear roles and expectations to minimize ambiguity and foster cohesion (Hackman & Wageman, 2005).

Furthermore, team members must actively ensure the completion of critical tasks, demonstrating accountability and initiative in task management (Druskell et al., 2018). Supportive leadership and role guidance are also crucial for motivating team members and facilitating their success in their respective roles (Hackman & Wageman, 2005). Overall, team performance in terms of team members' roles is characterized by role clarity, proactive task management, and supportive leadership, leading to enhanced team cohesion, productivity, and success.

The highest mean score, recorded for understanding one's role and associated expectations within the team (3.22), suggests a strong consensus among respondents regarding the importance of role clarity for effective teamwork and task fulfillment. This indicates that team members generally perceive a clear understanding of their roles and responsibilities, which is crucial for promoting cohesion and productivity within the team.

Additionally, respondents also emphasize the significance of establishing clear roles and expectations within the team (3.00), further underscoring the role clarity's importance in fostering a conducive team environment. However, while respondents recognize the importance of task completion, as indicated by the mean score for actively ensuring that the team completes all critical tasks (2.96), there appears to be some room for improvement in proactive task management within the team. Furthermore, respondents agree that being guided and expected around each role typically leads to higher motivation (3.02), highlighting the role of effective leadership and role guidance in fostering individual and team motivation. Similarly, achieving success as a team is perceived as crucial for creating a positive working environment (3.01), emphasizing the importance of collective success in fostering a supportive and collaborative team culture.

Overall, the composite mean score of 3.04 suggests a general agreement among respondents regarding team members' roles and their impact on team performance, with opportunities for improvement in proactive task management and role guidance to further enhance team effectiveness.

The results from Table 12 regarding team members' roles in team performance carry several implications for both team leaders and members. Firstly, the high mean scores for understanding one's role and establishing clear roles emphasize the importance of role clarity within teams. This suggests that efforts to define and communicate roles and expectations can enhance team cohesion and productivity.

Team leaders should prioritize providing clear role definitions to ensure that each team member understands their responsibilities fully. However, the slightly lower mean score for actively ensuring the completion of critical tasks indicates a potential area for improvement in proactive task management within teams. Team leaders may need to focus on fostering a culture of accountability and initiative among team members to ensure tasks are completed efficiently and effectively.

Additionally, the emphasis on the role of effective leadership and role guidance in motivating team members highlights the importance of supportive and empowering leadership within teams. Leaders should actively guide and support team members in their roles to foster motivation and engagement. The findings underscore the importance of role clarity, proactive task management, and supportive leadership in enhancing team performance. Team performance, based on

team members' roles, relies on clear role definition, proactive task execution, and supportive leadership. It hinges on individuals understanding their responsibilities, executing tasks efficiently, and receiving guidance. Effective role fulfillment fosters cohesion, productivity, and collective success. Conversely, ambiguity or neglect in role clarity and task management can impede team effectiveness. Therefore, fostering role clarity, proactive engagement, and supportive leadership are essential for optimizing team performance and achieving shared goals in various contexts, from sports to business settings.

7. Conclusion

Based on the findings, the following conclusions were drawn:

It concludes that by embracing age and gender diversity in participant samples, future research endeavors can paint a more holistic picture of coaching dynamics, acknowledging and valuing the unique experiences and challenges faced by athletes of in sports settings regardless of their type of sports.

It concludes that a composite mean score of 3.19 indicates agreement among respondents regarding the effectiveness of coaching behaviors across the assessed domains. It provides valuable insights into the perceived strengths and areas for improvement in coaching practices within the athletic program at Central South University of Forestry and Technology.

It concludes that there is generally a strong significant difference in the assessment of the athlete-respondents on the coaching behavior when they are grouped across the profile factors, except for age.

It concludes that almost all team performance variables are manifested in student athletes except Team members' inter-group relationship which is highly manifested means that the quality of relationships among team members is a significant contributor to overall team performance. Strong inter-group relationships foster cohesion, communication, and collaboration within the team, which are essential for achieving collective goals and success.

It concludes that differences in the assessment of student-athlete respondents on their team performance, as regards their profile, are divided. Where there is no significant difference in the assessment of the athlete-respondents on their sex and age. While there is a significant difference in the assessment of the athlete - respondents on their types of sports and length years of athletes.

It concludes that there is a strong significant relationship between the overall assessment of the level of coaches' behavior and the team's performance across all components.

8. Recommendations

It is recommended that regardless of the age and gender of the athlete respondents it is important to emphasize proper coaching behavior for collaboration in each team member.

It is recommended that coaches increase good relationships with team members and improve their support for mental preparedness and resilience through additional training or resources focused on the development of mental skills goal setting, and technical skills.

It is recommended that coaches need to use tailored coaching strategies to meet the unique needs and preferences of male and female student-athletes, ensuring an effective response to increase the level of coaching. behavior according

to their age, gender, and experience in the length of the playing year based on the sports they belong to.

It is recommended that the institution needs to provide appropriate varied coaching behavior activities to further strengthen and maintain the team members' role as athletes.

It is recommended to develop an understanding of the differences in different profiles so that coaches, administrators, and stakeholders can tailor their interventions to effectively meet the diverse needs and preferences of student-athletes, ultimately improving overall team performance and satisfaction within the athletic program.

It is recommended to sustain the affirmation of the importance of fostering a positive team culture and interpersonal dynamics within athletic teams, emphasizing the role of coaches as facilitators of social cohesion and teamwork in coaching behavior.

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